


MEMORANDUM

October 11, 2011

TO: Health and Human Services and Public Safety Committees

FROM: Vivian Yao, Legislative Analyst 

SUBJECT: Positive Youth Programming in Montgomery County

The Health and Human Services and Public Safety Committees will discuss positive youth programming in Montgomery County.

Those expected to participate in the briefing include:

Gabriel Alborno, Director, Montgomery County Recreation Department (MCRD)
Uma Ahluwalia, Director, Department of Health and Human Services (DHHS)
Chief J. Thomas Manger, Montgomery County Police Department (MCPD)
Carol Walsh, Executive Director, Montgomery County Collaboration Council for
Children, Youth and Families (Collaboration Council)
Dr. Frank Stetson, Chief School Performance Officer, MCPS
Dr. Marshall Spatz, Director, Department of Management, Budget, and Planning, MCPS
Dr. Brenda Wilks, Director, Department of Student Services, MCPS
Mr. Robert Hellmuth, Director, Department of School Safety and Security, MCPS
Luis Cardona, Youth Violence Prevention Coordinator, DHHS
Tony Hausner, Safe Silver Spring

OVERARCHING QUESTIONS

1. The County has faced unprecedented budget challenges resulting in service reductions County-wide. In these economically constrained times, to what extent is support for positive youth programming a budget priority?
2. Given reductions to youth programs across agencies, there appears to be an unmet demand for prevention, intervention and suppression services. If the Council wants to invest resources in programming designed to discourage youth from engaging in negative behaviors or promote positive behaviors, what kinds of services are priorities for implementation? Who should deliver the services? At what time and place?
3. What data should the County be collecting in order to inform the delivery of positive youth programming? The County has previously reported to the Council on youth crime, gang crime, juvenile arrest, etc. Are these the appropriate metrics needed to make sound policy decisions? Is there other information that is needed?

I. OVERVIEW

Consideration of the youth curfew bill and related amendments proposed by the County Executive has resulted in concerns about prevention measures offered in the County that would discourage youth from engaging in criminal activity and other negative behaviors. Councilmembers have expressed interest in understanding the status of positive youth programming in the County and the impact of fiscal challenges and constrained budgets on this programming. See e.g., Councilmember Navarro's July 23 memo requesting a joint Public Safety/HHS worksession at ©1. The Public Safety Committee is scheduled to continue discussion on the proposed youth curfew legislation on November 3.

The Council has continued to follow the County's efforts in providing positive youth and gang prevention programming. In November 2009, the Council received a briefing on the County Executive's Positive Youth Development Initiative. The briefing provided updates on efforts to serve youth along the continuum of prevention, intervention, and suppression. The briefing also covered efforts to benchmark the progress of the initiative, which included decreasing incidences of youth crime, increasing student academic performance, and creating a better environment for County youth.

On June 24, 2010, the Public Safety and Health and Human Services Committees met to discuss the coordination of suppression and intervention efforts for individuals who are or have been gang-involved at the request of Council President Ervin, due to alleged gang activity in the Silver Spring/Takoma Park area. As a follow up, the Committees met on October 21, 2010, to discuss the coordination of youth prevention and intervention activities, including the strategies and services provided to youth and their families that prevent negative behaviors including crime and gang involvement at all levels.

This meeting will similarly focus on a broad definition of prevention activities that focus on preventing problem behaviors before they are manifested as well as intervening with youth after problems are identified.

II. YOUTH AND GANG CRIME STATISTICS

Updates on youth crime attached at ©3-8 and on gang crime at ©9-10 will be a part of MCPD's suppression presentation. Highlights from updates include:

- For the 5-year period from 2006 through 2010, youth crime along with overall crime has trended down from 3,703 incidences in 2006 to 3,104 incidences in 2010 (©3).
- The largest percentage of youth crimes occurred/had a start time between the 2-6 p.m.
- Total youth crime within the three hot spot zones was most active from 4-8 p.m overall. Lakeforest was busiest from 2-6 p.m.; Westfield-Wheaton from 4-8 p.m., and Silver Spring from 8 p.m. to midnight.
- The number of gang crimes involving a defendant or suspect under the age of 22 has decreased from 2009 to 2010 (210 to 166, 21% decrease). There were decreases in assault, homicide, robbery categories, but increases in larceny, rape, trespassing, and weapons categories.

Although the number of youth crimes reported has been falling steadily over the last several years, the number of juvenile arrests has increased between 2009 and 2010. The Committees may want to better understand the dynamics between the two trends and what the trends say about young people who are getting in trouble. Are more crimes being committed by younger youth (under 18)? Are more crimes being committed by multiple perpetrators? Is additional data needed to explain these statistics? Moreover, the Committees should discuss the implications these trends have on the need for youth prevention and intervention services.

Council staff also notes that the Collaboration Council has communicated to the Council and the County Executive that "reliable, detailed data including youth age and residence (Montgomery zip codes or other jurisdictions), race/ethnicity, seriousness of offense (misdemeanor, felony), documented gang membership, and prior contact with juvenile justice agencies (recidivism) are crucial to effective public safety strategies." See ©24-25. The Committees may want to explore whether these data are available or should be available to inform program delivery.

III. COUNTY GOVERNMENT SERVICES

The Committees will hear from the MCRD, DHHS, and MCPD on the status of Positive Youth Development efforts in the County. The presentation to the Committees is attached at ©11-23, and the following chart summarizes information in the presentation on current services and program reductions for County departments.

Dept	Service Type	County Funded Services	Program Reductions/Eliminations since FY08	©
MCRD	Prevention	Club Rec Open Gym Basketball Swim Team Sports Academies RecExtra Summer Camps Summer Fun Ctrs Teen Escape	Seneca Valley Sports Academy (550 youth) Rec Extra (23 MS programs/446 youth) Teen Clubs (All 54 programs/1316 youth) Teen Events (41 events/3998 youth) Summer Teen Camps and Centers (32 programs/ 850 youth)	13-14
DHHS	Prevention/ Intervention	Youth Violence Prev. Coordinator Street Outreach Network (SON) Northwood HS Wellness Center Crossroads Youth Opportunity Ctr Up-County Youth Opportunity Ctr	SON (\$28K/flex funds, training, travel) CYOC (\$100 K for 2 positions and \$4K operating) Northwood Wellness Ctr (\$26K operating)	17-18
MCPD	Suppression /Prevention	Centralized Gang Unit School Resource Officers Explorer Program Community Outreach Officers School Safety Officers	Station Gang Officers School Resource Officers (25 positions) Police Activities League Community Outreach Officers (6 positions) School Safety Officers (3 positions) Security at Public Libraries (\$50K)	19-20

Council staff notes that the prevention services have seen the most dramatic reductions in the last several budgets. The numbers show that youth served by eliminated or reduced programs (11,314 youth) is almost half of the remaining number of youth served by the Department in FY10 (23,095 youth). The three Departments have been able to access additional grants resources to support their services.

IV. COLLABORATION COUNCIL

Excel Beyond the Bell – New Program Model

The Collaboration Council has announced the start of a new program model delivered in collaboration with Recreation Department and MCPS at three pilot middle schools: Argyle, Roberto Clemente, and A. Mario Loiederman. The organizations will develop an array of program options to support positive youth development and academic achievement in low-income areas of the County. The model includes 30 weeks of programming for 2.5 hours per day, four days a week. Programs include science, technology, engineering and math (STEM); career exploration, leadership and civic engagement; and creative arts. The Recreation Department will provide health and wellness programs, and MCPS will provide extracurricular and academic enrichment activities. Outcomes to be measured include an increase in positive social and personal skills and positive changes in school-related behaviors, attitudes and performance. Transportation and a supper program will also be provided.

Community-Based Programs

The Collaboration Council staff has provided a listing of non-government-operated programs that report serving school-age youth at ©26-31. Executive Director Carol Walsh is expected to provide the results of a brief survey on how community-based organizations that serve youth have fared in terms of their service delivery and funding in recent years.

V. MCPS PROGRAMS

Extracurricular Activities Program

MCPS offers an Extracurricular Activities program to provide students with opportunities to initiate, hone, extend, and enrich concepts, skills, and processes learned in the classroom. These offerings sometimes provide opportunities for higher education scholarships and career development. The variety and number of extracurricular activities varies widely by school based on interests of students, resources, and capacity of adults to provide instruction and guidance. Information about the program is attached at ©32-51.

Council staff makes the following observations about the MCPS extracurricular activities program:

- MCPS collects participation numbers for interscholastic sports but not for all other extracurricular activities.
- The budget for the Extracurricular Activities program has seen steady reductions from FY09 to FY12 for a total reduction of approximately \$1.2 million (9%).

- Activities that are listed as stipend-compensated activities in the negotiated Agreement between Montgomery County Education Association and the Board of Education are the only ones that require academic eligibility (see ©35-36).
- Academically ineligible students can participate in a variety of clubs.
- The number of clubs offered at high schools varies substantially with a low of 16 at Kennedy High School to a high of 100+ at Wootton High School. The packet contains a listing of clubs at these schools at ©93-97.
- Some of the schools with the highest academic ineligibility rates (see ©52-55 for academic ineligibility data for the 2010-2011 school year) have the lowest number of clubs. For example, Kennedy High School has the highest ineligibility rate for the 2010-2011 school year at 32%, but the school only offers 16 clubs.

School-Based Gang Prevention and Intervention Programs

A list of school-based gang prevention and intervention programs is attached at ©98-100. These results were compiled by the Governor's Office of Crime Control and Prevention (GOCCP) from a survey completed by high school and middle school principals. MCPS has also been compiling a list of programs in response to a request by Council staff. The information was not available at the time of publication, but is expected to be available before the Committee meeting.

Truancy Court Pilot

Council staff has requested that MCPS provide an update on the Truancy Court pilot that was delivered at Neelsville Middle School in Germantown and Francis Scott Key Middle School in Silver Spring. The two schools were selected to participate in the pilot because they had the highest 2009 habitual truancy rates of all MCPS middle schools and also had high numbers of students with unexcused absences more than 10% of the time in the first part of the 2009-2010 school year.

Federal funding allowed the program to operate for three semesters beginning in the spring of 2010. Program results as reported by University of Baltimore School of Law, Center for Families, Children and the Courts (©60-64) show that the students participating in the program at both schools decreased their absences and tardies:

Truancy Court Program (TCP) Outcomes

From 10 weeks prior to TCP to 10 weeks after	Neelsville	Key
% Reduction - Absences - Spring 2010	62%	67%
% Reduction - Tardies - Spring 2010	57%	72%
% Reduction - Absences - Spring 2011	52%	
% Reduction - Tardies - Spring 2011	52%	

The Committees may want to ask MCPS what impact the program had on the participating schools' overall habitual truancy and chronic absenteeism rates.

Discussion Issues

Given that some schools with higher academic ineligibility rates have fewer club options for academically ineligible students, should the County or MCPS encourage increased programming for this population, e.g., Sports Academies or other high interest

activities, with the goal increasing school attachment? On the other hand, if students are unlikely to engage in productive activities at school outside of the academic day, should out-of-school time programs be offered in the community where students are likely to congregate?

The Truancy Court pilot has demonstrated promising outcomes. Is there any plan on the part of MCPS to scale up the program? What are the costs of the expanding model to additional schools?

Several years ago, MCRD had developed a protocol and agreement with MCPS to identify and share information about students who would benefit from school-based out-of-school-time recreation programs. Because of the funding required to develop the data and the deep reductions to the MCRD budget, this effort was not ultimately implemented. Should this effort be resurrected when fiscal conditions improve?

VI. OTHER PRACTICES AND RECOMMENDATIONS

Practices Linked to Curfew Laws in Other Jurisdictions

In response to Council staff questions, MCPD staff provided information on curfew models that are coordinated with intervention services (§65-80). The approaches "demonstrate a range of community partnerships and non-punitive strategies designed to promote early intervention, prevent the development of delinquent behavior, and address the issues of parental responsibility, discipline, and family dysfunction." (§70) The Public Safety Committee is scheduled to discuss curfews on November 3. In today's meeting, the Committees may be interested in discussing the programs used in other jurisdictions as possible practices for supporting and re-directing at-risk youth in the community.

Some examples of curfew-linked youth development programs include:

- Staffing curfew centers with social service professionals and community volunteers.
- Referrals to social service providers and counseling classes for juveniles and their families.
- Recreation and job programs, e.g., midnight basketball, evening sports, Police Athletic/Activity Leagues, Law Enforcement Explorers.
- Anti-drug and anti-gang programs.
- Hotlines for follow up services and crisis intervention.

Governor's Office of Crime Control and Prevention Report on Safe Schools Act of 2010

The Maryland Safe Schools Act of 2010 was enacted to improve communication between law enforcement and school officials and address gang-related activity in schools. The Act mandated collaboration and information sharing among school, community, and criminal justice partners to protect vulnerable youth. The Act required the GOCCP to perform a community services survey to determine existing youth gang prevention and intervention programs within each county; develop criteria for programs that are evidence-based and produce measurable outcomes; and make recommendations for a pilot program to provide comprehensive services for a high school and its middle school feeder system where gang activity is prevalent.

In response to these requirements, GOCCP issued a report to the Maryland General Assembly in June 2011 (Executive Summary attached at ©81-85) that describes innovative gang prevention and intervention models. The report explained that although evidence-based youth prevention activities are prevalent, few if any evidence-based intervention programs exist, and most are limited to promising practices or evidence-based programs that target the broader population of at-risk youth.

The report found that prevention programs are cost-effective. In contrast, the report explained that "intervention programs require intense case management customized per youth, preferably involving re-location and solid commitment from the youth and their familial support system" and that effective intervention models incorporate "positive self-actualization, long-term adult investment and sustained services that impart practical skills in social etiquette, job training, and conflict resolution."

The report also described the criteria that the majority of evidence-based and promising programs incorporate to achieve success:

- Community involvement
- Collaboration across government systems
- Information /resource sharing
- Accountability
- Gang Education/Awareness
- Alternative activities/afterschool programs
- Anti-bullying
- Sustained adult mentoring/investment
- Multi-systematic or family therapy

Safe Silver Spring and Joint County Task Force Recommendations

Safe Silver Spring submitted its "Comprehensive Plan to Address Gang Prevention, Intervention, and Suppression" at ©91-92. The plan proposes the following strategies to address gang problems in the County, and especially in Silver Spring: (1) assemble a metropolitan-wide task force to develop a metropolitan-wide strategy for addressing gang issues; (2) develop a comprehensive county-wide program at the high school and middle school levels to achieve truancy reduction; (3) expand the number of participants in positive youth development programs, especially for vulnerable youth; (4) use existing facilities to implement teen center-type programs focusing on at-risk populations; (5) request a comprehensive study of gangs, including the evaluation of existing programs and strategies; (6) create a Silver Spring gang task force; (7) provide jobs skills programs for teens in Long Branch and neighboring areas; (8) consult with the Youth Advisory Councils to develop a gang reduction strategy.

Department of Health and Human Services staff notes that proposed framework is similar to the recommendations proposed in the Joint County Gang Prevention Task Force Final Report issued in September 2004 (recommendations included at ©86-90) and incorporated into the County's Gang Prevention Initiative.

Discussion Issues

Should prevention/intervention services respond to the needs of specific communities/hotspots as evidenced by youth crime statistics? For example, could there be intervention services in Silver Spring between 8-12 p.m., Lakeforest between 2-6 p.m., and

Westfield Wheaton from 4-8 p.m.? Could the County provide programming at existing service delivery sites like recreation centers, regional service centers, libraries, and the Silver Spring Civic Center?

The Joint County Gang Prevention Task Force report, the GOCCP report on the Safe School Act of 2010, and the Safe Silver Spring's comprehensive plan, all point to the need for collaboration and coordination among key agencies, e.g., schools, police, social services, State's attorney, recreation etc., as a part of comprehensive gang prevention/intervention strategy. The framework for bringing agencies and departments together for this purpose has been successfully implemented in the County through the Kennedy Cluster project and intervention partnerships. However, with constrained County department budgets, do current staffing levels allow for sufficient and meaningful coordination of service delivery with the County or the region?

What is the appropriate investment in intervention services given current fiscal constraints, the more intensive needs of the population, a steadily decreasing youth crime rate, and gang crimes that amount to less than 1% (0.35%) of total crime?

This Packet Contains:

7/22/11 Memorandum from Councilmember Navarro to Chairs of the Public Safety and HHS Committees	1-2
MCPD Youth and Crime Data Responses	3-10
10/13/11 Positive Youth Development Initiative Update Powerpoint	11-23
9/8/11 Memorandum from Collaboration Council to CE and CP	24-25
List of Non-Government Providers Who Report Serving School-Age Youth	26-31
MCPS Responses on Extracurricular Activities Program	32-51
MCPS Data on Academic Ineligibility for SY2010-2011 and SY2009-2010	52-59
University of Baltimore School of Law Truancy Court Pilot Report	60-64
MCPD Responses on Services Linkages to Curfews in other Jurisdictions	65-80
Executive Summary of GOCCP Report to General Assembly on Safe Schools Act	81-85
Recommendations from Joint County Gang Task Force Report	86-90
Safe Silver Spring's Comprehensive Gang Prevention, Intervention and Suppression Plan	91-92
List of Clubs at Wootton and Kennedy High Schools	93-97
List of School-based Gang Prevention and Intervention Program in Montgomery County	98-100




MONTGOMERY COUNTY COUNCIL
ROCKVILLE, MARYLAND

Nancy Navarro
District 4

MEMORANDUM

TO: Councilmember Phil Andrews, Chair, Public Safety Committee
Councilmember George Leventhal, Chair, Health and Human Services Committee

FROM: Councilmember Nancy Navarro 

DATE: July 22, 2011

RE: Positive Youth Programming in Montgomery County

As you know, the youth curfew bill recently proposed by the County Executive has attracted a great deal of attention from opponents as well as supporters of this measure. While I have concerns about the bill, I am looking forward to the upcoming public hearing and the Public Safety Committee worksession on this legislation. I am particularly interested in hearing from residents about the impact of this measure and from Chief Manger as to why he believes it is necessary.

As the representative of District 4, which includes the highest crime "hot spot" in Montgomery County, I am well aware of the need to address youth crime and public safety. For this reason, I advocated strongly for the additional police officers funded in the FY12 budget for White Oak, Briggs Chaney and downtown Silver Spring. Additional officers on the street will go a long way towards increasing public safety in these neighborhoods.

However, additional enforcement is not the only answer to preventing youth crime. Putting more officers on the street, or even enacting a curfew, will not address the reasons many of our children are acting out in the first place. For some time, I have discussed the pressing need for programs that will engage young people before they have committed an offense. While I am aware that our current budget constraints pose a significant challenge to creating new initiatives, I believe there are measures we can and should be taking that are cost-effective. For example, the pilot "youth café" program I initiated in east county has been very successful and I hope it will serve as a model for similar programs across the County.

①

In order to assess the current state of positive youth programming in Montgomery County and discuss ways to improve our results, I request that you schedule a joint Public Safety/HHS worksession on this topic. While overall crime is down in Montgomery County, we need to do everything possible to encourage our youth to value education, avoid crime, and participate constructively in their community.

Thank you for your consideration. I look forward to working with you and all my Council colleagues on this issue.



Positive Youth Development MCPD Requested Data

In a communication dated 9/14/11 from Legislative Assistant Vivian Yao, MCPD was asked to provide:

"Please provide youth crime statistics as measured by incident report (consistent with the parameters used to determine youth crime in the August 2009 CountyStat presentation) for calendar years 2006-2010, including the following: (1) total youth crime numbers, (2) youth crime numbers broken out by incident start time, and (3) youth crime numbers broken by incident start time and hot spot location. Please indicate, if available, the number of youth crimes which are attributable to gang activity or informal group activity (e.g., flash mobs, etc.)"

Using CountyStat's criteria from the August 2009 study and the same Records staff to extract the data, CJIS incident data was pulled for:

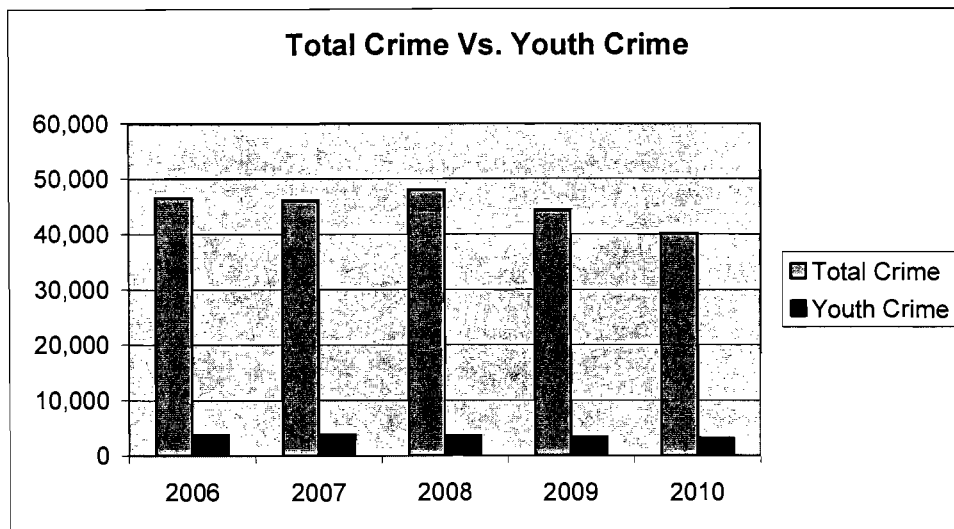
- "Youth crime" is defined as an incident where any defendant or suspect was under 22 years of age
- Reported time values shown are incident start times only (for crimes where the exact time is known, such as robbery or assault, this is useful, but it is not for any crime typically having a lengthy time spans, such as burglary or vandalism).
- Identified youth crime hot spots as locations with greater than 250 youth crimes per square mile and targeted a half mile around the epicenter.

Requested: 1) total youth crime numbers

Total Crime vs. Youth Crime

For the 5-year period of 2006 through 2010, overall crime trended down, whereas youth crime remained steady at approximately 8% of the total crime.

	2006	2007	2008	2009	2010
Total Crime	46,481	46,005	47,958	44,238	40,112
Youth Crime	3,703	3,844	3,582	3,345	3,104
% Youth Crime	8.0%	8.4%	7.5%	7.6%	7.7%



Requested: 2) youth crime numbers broken out by incident start time

Time of Day

Total youth crime broken down to 2-hour blocks as used by CountyStat in 2009 show the largest percentage of youth crimes to have occurred/have a start time of 2:00 PM to 5:59 PM for each year 2006 through 2010.

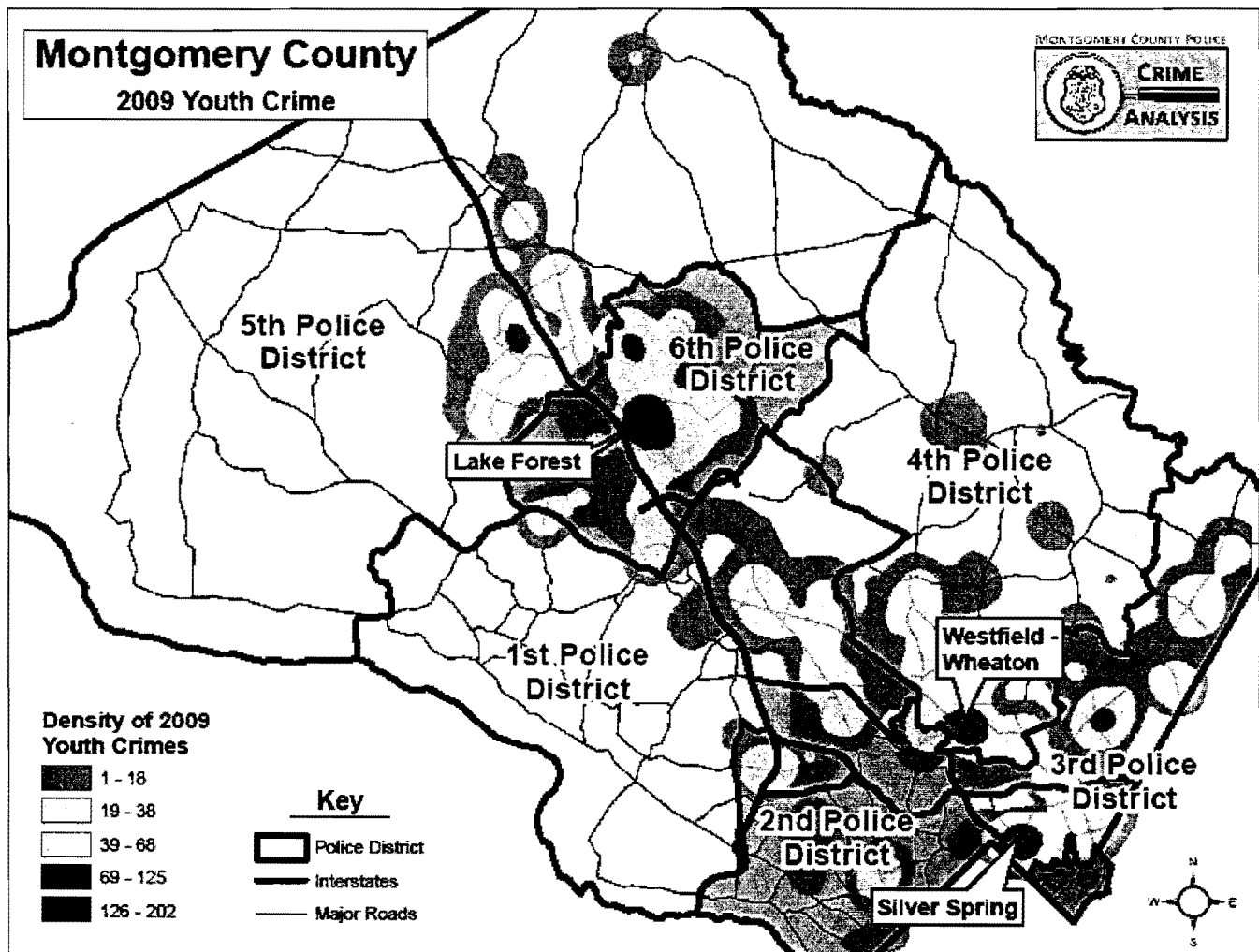
	2006		2007		2008		2009		2010	
	Total	% of Day	Total	% of Day	Total	% of Day	Total	% of Day	Total	% of Day
Midnight - 1:59 AM	280	7.6%	277	7.2%	267	7.5%	254	7.6%	227	7.3%
2:00 - 3:59 AM	87	2.3%	67	1.7%	84	2.3%	63	1.9%	75	2.4%
4:00 - 5:59 AM	35	0.9%	31	0.8%	26	0.7%	29	0.9%	32	1.0%
6:00 - 7:59 AM	137	3.7%	153	4.0%	103	2.9%	116	3.5%	84	2.7%
8:00 - 9:59 AM	254	6.9%	235	6.1%	215	6.0%	181	5.4%	182	5.9%
10:00 - 11:59 AM	360	9.7%	357	9.3%	343	9.6%	308	9.2%	313	10.1%
12:00 - 1:59 PM	416	11.2%	423	11.0%	370	10.3%	343	10.3%	322	10.4%
2:00 - 3:59 PM	555	15.0%	571	14.9%	549	15.3%	528	15.8%	494	15.9%
4:00 - 5:59 PM	474	12.8%	552	14.4%	500	14.0%	464	13.9%	401	12.9%
6:00 - 7:59 PM	434	11.7%	468	12.2%	450	12.6%	410	12.3%	357	11.5%
8:00 - 9:59 PM	362	9.8%	406	10.6%	379	10.6%	354	10.6%	337	10.9%
10:00 - 11:59 PM	309	8.3%	304	7.9%	296	8.3%	295	8.8%	280	9.0%
Total Youth Crime	3,703		3,844		3,582		3,345		3,104	

Requested: 3) youth crime numbers broken by incident start time and hot spot location

Hot Spots

Incident data for calendar year 2009 was plotted and the areas of higher concentration remained consistent with CountyStat's previous findings for FY08 and FY09. Using the pre-established range of a half-mile radius, incidents within the different hot spot zones had differing peak times; the Lakeforest area remained busiest in the 2:00 PM to 5:59 PM time frame, but Westfield-Wheaton was 4:00 PM to 7:50 PM, and Silver Spring even later from 8:00 PM to 11:59 PM. In aggregate, the total youth crime within the three hot spot zones was most active from 4:00 PM to 7:59 PM.

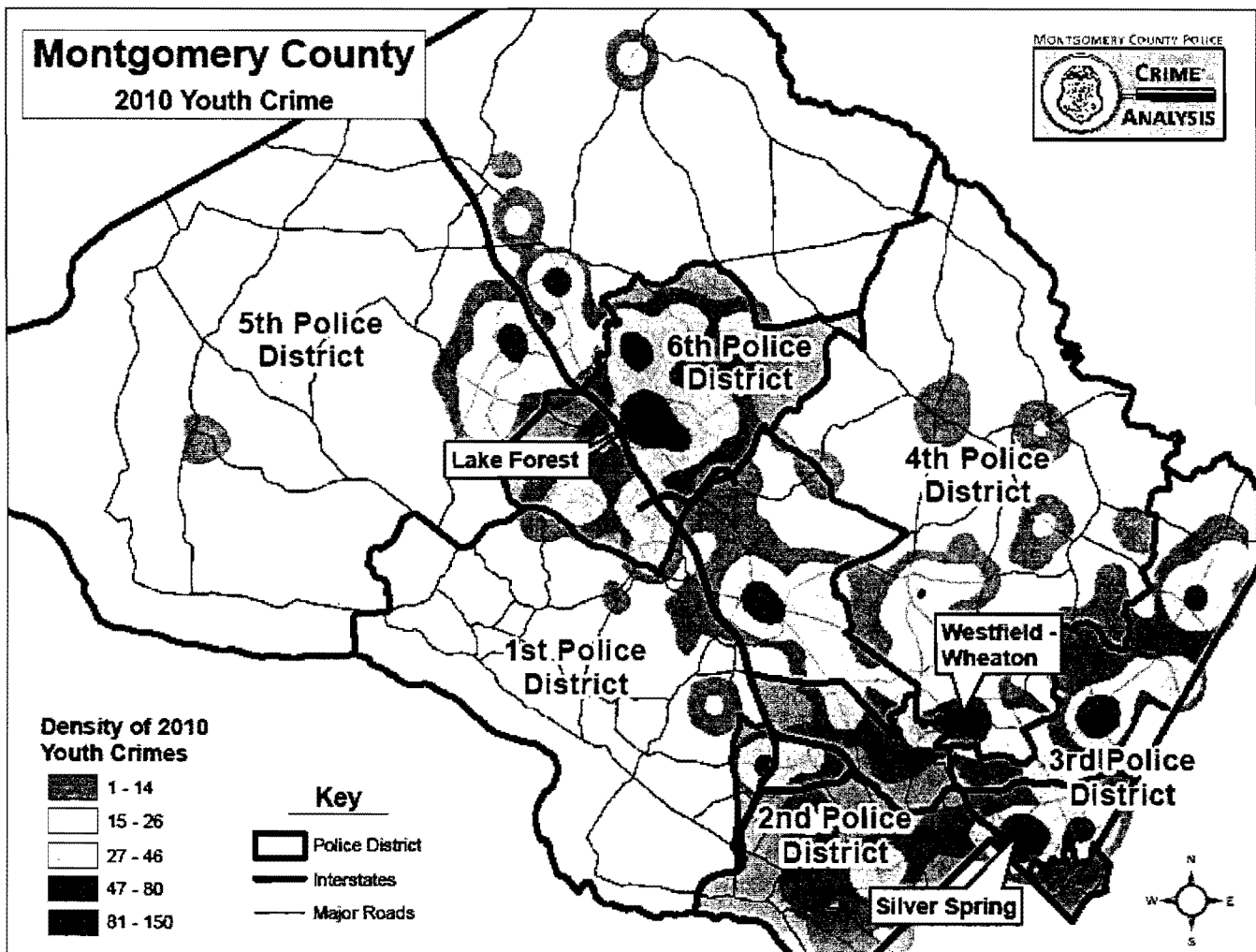
2009 Hot Spot Youth Crime	Lakeforest		Westfield-Wht		Silver Spring		Total Hot Spots by Time	
Start Time	Total	% of Day	Total	% of Day	Total	% of Day	Total	% of Day
Midnight - 1:59 AM	7	3.7%	5	4.3%	6	5.3%	18	4.3%
2:00 - 3:59 AM	3	1.6%	2	1.7%	1	0.9%	6	1.4%
4:00 - 5:59 AM	1	0.5%	1	0.9%	1	0.9%	3	0.7%
6:00 - 7:59 AM	0	0.0%	0	0.0%	1	0.9%	1	0.2%
8:00 - 9:59 AM	2	1.0%	2	1.7%	2	1.8%	6	1.4%
10:00 - 11:59 AM	8	4.2%	4	3.4%	4	3.5%	16	3.8%
12:00 - 1:59 PM	17	8.9%	10	8.6%	11	9.7%	38	9.0%
2:00 - 3:59 PM	42	22.0%	15	12.9%	14	12.4%	71	16.9%
4:00 - 5:59 PM	60	31.4%	31	26.7%	14	12.4%	105	25.0%
6:00 - 7:59 PM	34	17.8%	25	21.6%	19	16.8%	78	18.6%
8:00 - 9:59 PM	15	7.9%	14	12.1%	20	17.7%	49	11.7%
10:00 - 11:59 PM	2	1.0%	7	6.0%	20	17.7%	29	6.9%
Total Youth Crime	191		116		113		420	

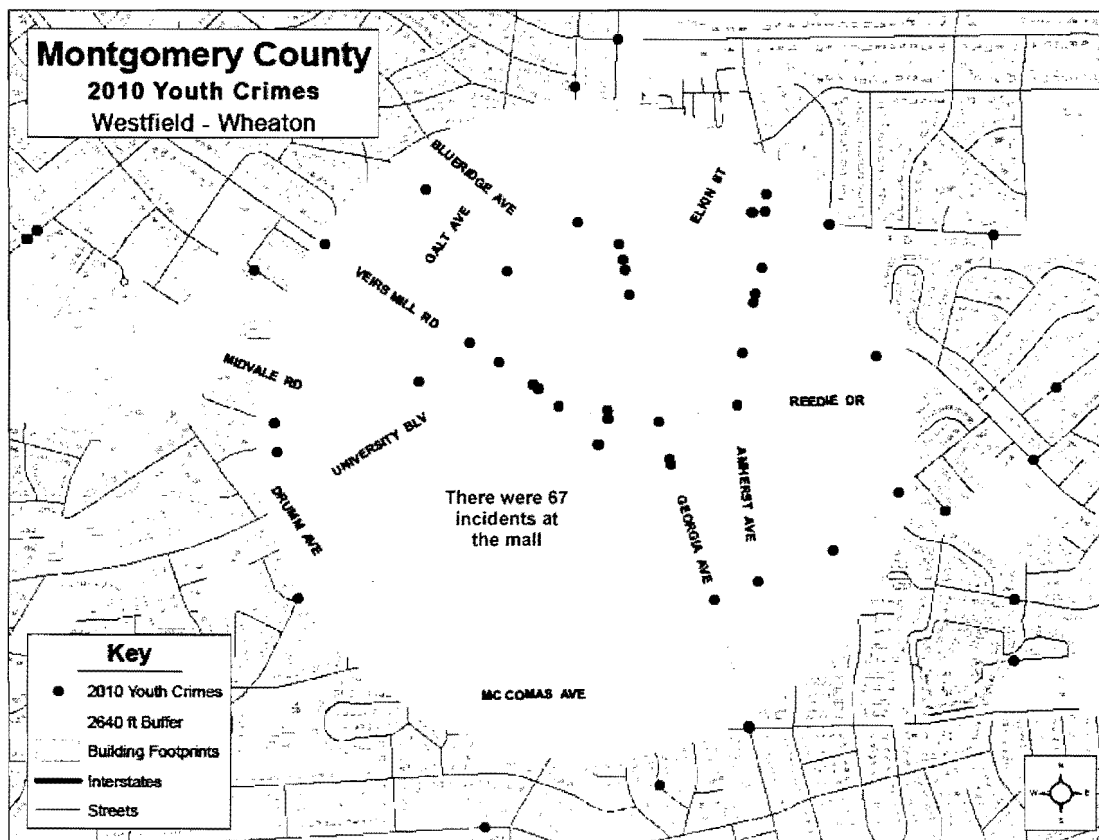
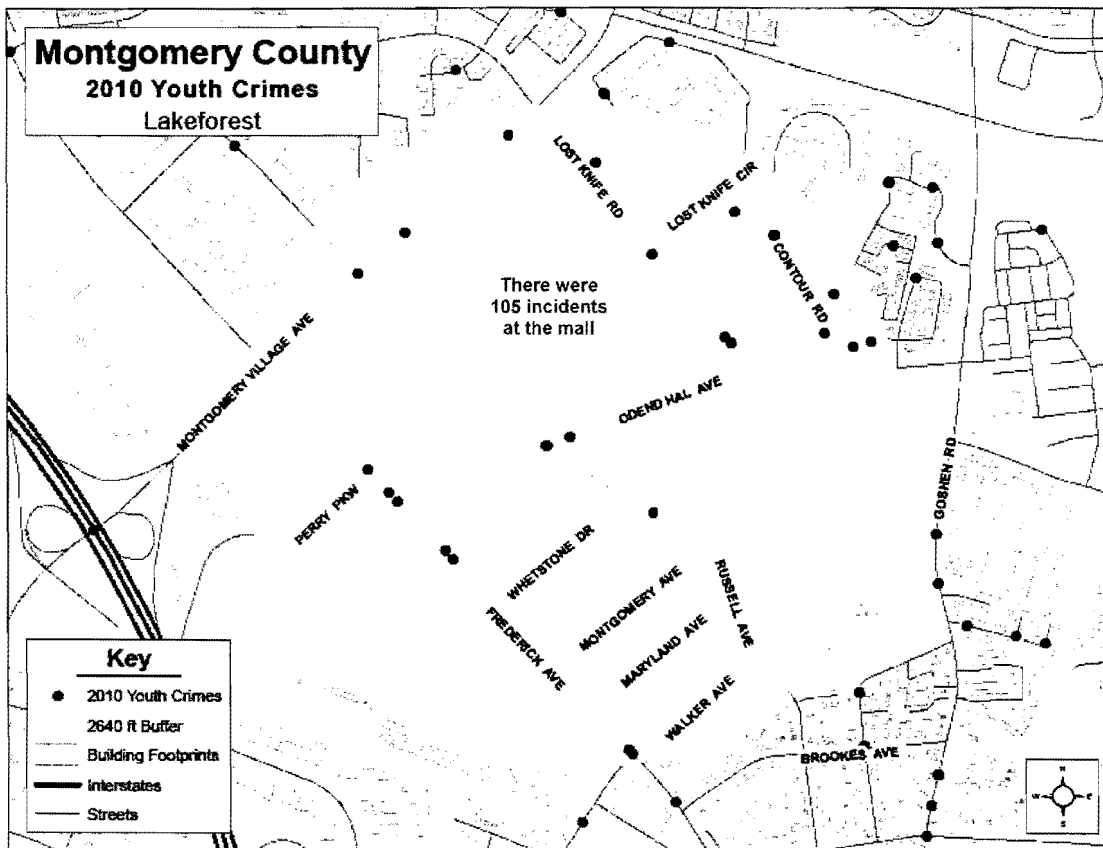


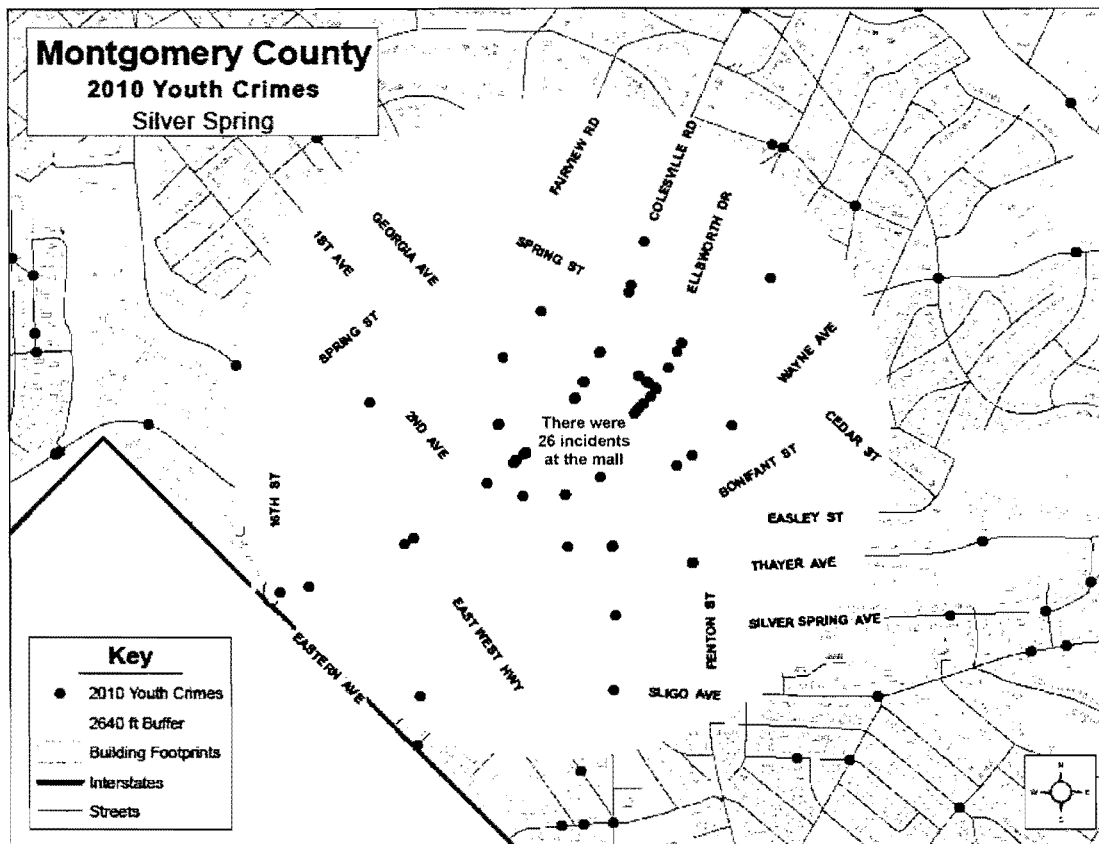
5

The youth crime hot spot areas for calendar year 2010 also remained consistent with previous time frames, with the exception with the White Oak area emerging as a fourth area with high activity. Using the pre-established range of a half-mile radius, incidents within the original hot spot zones had differing peak times, but the percentage of peak times were close to the next busiest times and covered more two-hour blocks. However, overall the peak percentages of youth crime in the hot spot zones remained 2:00 PM to 5:59 PM.

2010 Hot Spot Youth Crime Start Time	Lakeforest		Westfield-Wht		Silver Spring		Total Hot Spots by Time	
	Total	% of Day	Total	% of Day	Total	% of Day	Total	% of Day
Midnight - 1:59 AM	5	3.5%	4	3.5%	9	7.8%	18	4.9%
2:00 - 3:59 AM	1	0.7%	1	0.9%	4	3.5%	6	1.6%
4:00 - 5:59 AM	2	1.4%	0	0.0%	1	0.9%	3	0.8%
6:00 - 7:59 AM	0	0.0%	0	0.0%	0	0.0%	0	0.0%
8:00 - 9:59 AM	1	0.7%	1	0.9%	2	1.7%	4	1.1%
10:00 - 11:59 AM	6	4.3%	1	0.9%	5	4.3%	12	3.3%
12:00 - 1:59 PM	10	7.1%	16	14.2%	11	9.6%	37	10.0%
2:00 - 3:59 PM	35	24.8%	27	23.9%	14	12.2%	76	20.6%
4:00 - 5:59 PM	31	22.0%	22	19.5%	20	17.4%	73	19.8%
6:00 - 7:59 PM	34	24.1%	21	18.6%	17	14.8%	72	19.5%
8:00 - 9:59 PM	11	7.8%	15	13.3%	13	11.3%	39	10.6%
10:00 - 11:59 PM	5	3.5%	5	4.4%	19	16.5%	29	7.9%
Total Youth Crime	141		113		115		369	







The change of overall youth crime for each time block remained within one percentage point from 2009 to 2010. However, the percentages in the hot spot zones (in aggregate) showed a 3.7% increase for the 2:00 to 3:59 PM block, and a decrease of 5.2% in the 4:00 to 5:59 PM block.

Start Time	Total Youth Crime			Hotspot Youth Crime		
	2009 Percentage by Time	2010 Percentage by Time	Percentage Total Change 2009 - 2010	2009 Percentage by Time	2010 Percentage by Time	Percentage Total Change 2009 - 2010
Midnight - 1:59 AM	7.6%	7.3%	-0.3%	4.3%	4.9%	0.6%
2:00 - 3:59 AM	1.9%	2.4%	0.5%	1.4%	1.6%	0.2%
4:00 - 5:59 AM	0.9%	1.0%	0.1%	0.7%	0.8%	0.1%
6:00 - 7:59 AM	3.5%	2.7%	-0.8%	0.2%	0.0%	-0.2%
8:00 - 9:59 AM	5.4%	5.9%	0.5%	1.4%	1.1%	-0.3%
10:00 - 11:59 AM	9.2%	10.1%	0.9%	3.8%	3.3%	-0.5%
12:00 - 1:59 PM	10.3%	10.4%	0.1%	9.0%	10.0%	1.0%
2:00 - 3:59 PM	15.8%	15.9%	0.1%	16.9%	20.6%	3.7%
4:00 - 5:59 PM	13.9%	12.9%	-1.0%	25.0%	19.8%	-5.2%
6:00 - 7:59 PM	12.3%	11.5%	-0.8%	18.6%	19.5%	0.9%
8:00 - 9:59 PM	10.6%	10.9%	0.3%	11.7%	10.6%	-1.1%
10:00 - 11:59 PM	8.8%	9.0%	0.2%	6.9%	7.9%	1.0%

Requested: indicate, if available, the number of youth crimes which are attributable to gang activity or informal group activity (e.g., flash mobs, etc.)"

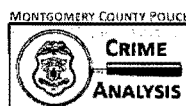
Of the 232 gang-related incidents in 2010, 166 (72%) involved a defendant or suspect who was under the age of 22. The top five gang member-involved incidents committed by "youth" were: 1) CDS, 2) Assault, 3) Robbery, 4) Larceny, and 5) Weapons offenses.

Crime	2010 total gang-related	D or S was under 22	% committed by "youth"
Assault	36	31	86%
Auto Theft	7	7	100%
Burglary	14	13	93%
CDS	38	35	92%
Disorderly	5	5	100%
Extortion	1	1	100%
Homicide	3	0	0%
Larceny	20	19	95%
Rape	2	2	100%
Robbery	29	29	100%
Sex offense	1	0	0%
Threats	5	3	60%
Trespassing	2	2	100%
Vandalism/Graffiti*	54	4	7%
Weapons	15	15	100%
Grand Total	232	166	72%

*Usually there are no specific suspects in vandalism/graffiti cases

Data Notes:

- The Department's CJIS RMS was used to extract the data, only one record per CR# was pulled and this methodology does not necessarily equate with UCR accounting rules. For example, an assault having three victims will count as "one" record in this data, not three.
- Events from earlier years reported in a later year will be counted in the year reported.
- In August 2009 CountyStat pulled their own data directly from Mary Davison and did their own analysis and maps. Parameters were verified with CountyStat staff, but they were tasked with summarizing things by FY and not calendar year, as done here. The information in this document should not be used for any direct comparison to the August 2009 information.
- For the hot spot maps, approximately 96% of the 2009 incidents plotted, and 98% of the 2010 incidents.
- Multiple incidents at the same street location will appear as a single "dot" on the hot spot zoom-in maps.



CAS # 11-508
October 6, 2011

9

Of the 232 gang-related incidents in 2010, 166 (72%) involved a defendant or suspect who was under the age of 22. The top five gang member-involved incidents committed by "youth" were: 1) CDS, 2) Assault, 3) Robbery, 4) Larceny, 5) Weapons offenses.

Crime	2010 total gang-related	D or S was under 22	% committed by "youth"
Assault	36	31	86%
Auto Theft	7	7	100%
Burglary	14	13	93%
CDS	38	35	92%
Disorderly	5	5	100%
Extortion	1	1	100%
Homicide	3	0	0%
Larceny	20	19	95%
Rape	2	2	100%
Robbery	29	29	100%
Sex offense	1	0	0%
Threats	5	3	60%
Trespassing	2	2	100%
Vandalism/Graffiti*	54	4	7%
Weapons	15	15	100%
Grand Total	232	166	72%

Of the 285 gang-related incidents in 2009, 210 (74%) involved a defendant or suspect who was under the age of 22. The top five gang member-involved incidents committed by "youth" were: 1) Assault, 2) Robbery, 3) CDS, 4) Weapons offenses, 5) Burglary.

Crime	2009 total gang-related	D or S was under 22	% committed by "youth"
Alcohol/DWI	1	0	0%
Arson	1	1	100%
Assault	56	48	86%
Auto Theft	7	6	86%
Burglary	15	14	93%
CDS-Distribution	34	34	100%
Disorderly	11	11	100%
False Statements	2	2	100%
Homicide	6	6	100%
Larceny	14	12	86%
Rape	1	0	0%
Robbery	36	36	100%
Threats	5	5	100%
Trespassing	7	5	71%
Vandalism/Graffiti*	64	10	16%
Weapons	25	20	80%
Grand Total	285	210	74%

*Frequently, there are no known suspects in vandalism/graffiti cases

Positive Youth Development Initiative Update

October 13, 2011

1

Overview

- Briefly give update and history of initiative
- Prevention
 - Programs Sustained
 - Programs Lost
 - Programs Enhanced through grants/collaboration
 - Excel Beyond the Bell
 - Community Based Collaborative
- Intervention
 - Programs Sustained
 - Programs Lost
 - Programs Enhanced through grants/collaboration
- Suppression
 - Programs Sustained
 - Programs Lost
 - Programs Enhanced through grants/collaboration
 - Juvenile Crime Data
- Questions & Answers

2



PYDI Steering Committee: Implementation Focus

- Through the provision of **direct services and funding of programs** by the Departments of Recreation, Libraries, Health and Human Services, Corrections, and Police.
- Through **engaging community members and partners**--youth, parents, community organizations, and civic leaders. This has been done extensively in our Community Based Collaboratives in the communities of Germantown, Silver Spring and Hewitt/Bel Pre to determine what was needed in each community and what services should be provided.
- By **linking with critical complementary activities** to ensure that systems and policies are in place to sustain these efforts. The Collaboration Council's Excel Beyond the Bell and the collaborative Kennedy Cluster Project provide significant opportunities to create systems to improve and sustain quality programs and craft policies that remove barriers that keep youth from being successful.

PYDI Steering Committee: Targeted Audience

- **Prevention:** The largest group of youth are those who would benefit from safe, well-staffed, and instructive after school programs.
 - These services are provided primarily by the Departments of Recreation and Libraries, MCPS, and many non-profit partners.
- **Intervention:** A subset of youth that have engaged in risky behavior, including committing gang crime or community violence.
 - These services are largely provided by the Departments of Health and Human Services, Police, and non-profit partners.
- **Suppression:** A smaller subset of youth who continue to engage in illegal and violent behavior.
 - These services are provided primarily by the Departments of Corrections and Police and the State's Attorneys Office.

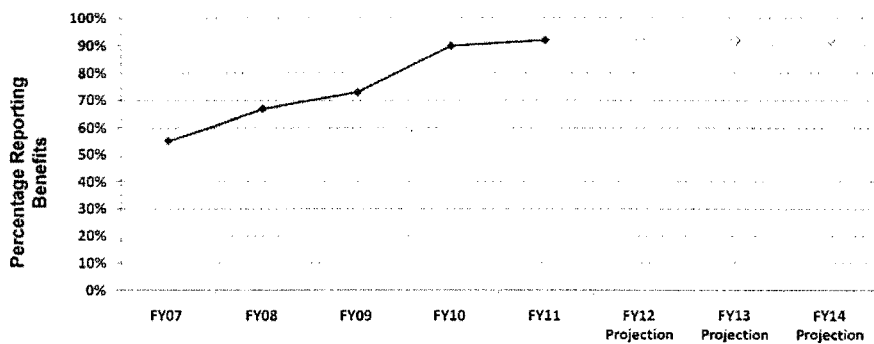
12

Montgomery County Department of Recreation Current Prevention Programs

PROGRAM	AGE GROUP	NUMBER SERVED in FY'10
Club Rec	Elementary	2,894
Open Gym	Middle School – High School	2,729
Basketball	Elementary – Middle School	10,140
Swim Team	Elementary – High School	3,321
Sports Academies	High School	3,824
Rec Extra	Middle School	3,015
Summer Camps	Elementary – Middle School	3,303
Summer Fun Centers	Elementary	2,869

5

**Percent of Youth Registered in Recreation PYDI Program Who Report Program
Participation Benefits**



55%	67%	73%	90%	92%	92%	92%	92%
-----	-----	-----	-----	-----	-----	-----	-----

2011 County Stat
DOR Performance
Review

6

10/07/2011

6

13

Montgomery County Department of Recreation Program Reductions & Eliminations FY08-FY11

Sports Academies	Seneca Valley program cut 550 Youth served
Rec Extra	23 middle schools cut 4,600 Youth served
Teen Clubs	All programs cut (54 total) 1316 Youth served
Teen Events	41 evening and weekend events cut 3998 Youth served
Summer Teen Camps And Teen Centers	32 programs cut 850 Youth served

7

Prevention – Recreation Program Enhancements due to Partnership/Grants

Examples

- **Leadership Empowerment & Action Program:** A comprehensive, collaborative youth development program for middle school youth who are adopted or in foster care with plans for adoption. The program provides a combination of life skills, health-promotion, recreation, and community service activities while building an "adoption community" and educating the youth and their families about the joys and challenges that foster and adoptive families often face.
- **Excel Summer Program:** Summer afternoon program for students required to attend summer school at the Middle School level. Designed to provide enrichment, supervised activity and serve as an incentive to attend summer school, which is voluntary at the Middle School level.
- **Teen Escape:** Serving students in the Eastern County, the program follows a youth café model and provides students with a fun, engaging, and supervised activity on weekend evenings.
- **Long Branch Summer Fun Center:** The base Summer Fun Center program at the Long Branch Community Center was enhanced to include an extensive arts, education, literature, and swing lessons thanks to a grant from the Commonwheel Foundation.
- **Work Internship Program:** A partnership between MCRD and the Hispanic Business Foundation to find job internships placements at local businesses.
- **Sports Tournaments:** Partnership with Long Branch Athletic Association to carry out soccer and 3 vs. 3 basketball tournaments.
- **Excel Beyond the Bell:** Next Slides

8

14



Three Middle School Pilot

- Integrate EBB goals and strategies at community level
- Create replicable approach to building strong school and out-of-school time partnerships
- Better integrate resources
- Create a common language
- Offer intentional, strategic programming for maximum student benefit
- Support all providers with professional development
- Work toward achieving high quality programs standards
- Collect and analyze data about partnerships, program outputs and outcomes, and costs
- Argyle, Clemente and Loiederman Middle Schools

9



Building Partnerships

Partner	Contributions
Collaboration Council	<ul style="list-style-type: none"> • Direct services funding/contracting • Excel Beyond the Bell Program Manager • Program staff training (AYD) • Program quality building (YPQI) • Evaluation approach
Department of Recreation	<ul style="list-style-type: none"> • RecExtra <ul style="list-style-type: none"> • After School Activities Coordinator (ASAC) • Funding for health and wellness programs • Integrated schedule of programs & marketing • Coordination of enrollment and data collection
Montgomery County Public Schools	<ul style="list-style-type: none"> • Principal & other administrators' active involvement • School space • ASAC selection/ongoing interaction • Publicizing programs; referrals of vulnerable youth • Activity buses • At Risk Supper Program • Student school performance data



Program Overview

- Three sessions of 10 weeks each – began October 3
- Programs operate Monday through Thursday
- Programs begin at end of school day, ending at 5:15 pm
- Programs include STEM, reading and literacy, career exploration, leadership and civic engagement, creative arts, recreation and health and wellness.
- Students in any after school activity receive supper (At-Risk Supper Program via MCPS)
- Activity buses run at 5:15; extracurricular participants can stay with homework help provided or enrollment in second hour Pilot programs
- Parent engagement activities planned.

11



Early Wins

Programs:

- 41 total programs scheduled for 1st 10-week session
- 675 students have enrolled so far, some programs expanding capacity with wait lists for second session
- 1,000 students received supper in first week
- Change in bus time to enable longer program hours

Partnerships:

- Cross agency team & school-based teams in place
- Joint selection of programs for specific school
- Providers report feeling welcome in the school building
- Programs all receiving training and evaluation support

12

16

Prevention & Intervention HHS Programs

Prevention:

- Youth Violence Prevention Coordinator (YVPC)
- Street Outreach Network (SON)
- Northwood High School Wellness Center (NHSWC)

Intervention:

- YVPC
- SON
- Crossroads Youth Opportunity Center and Up-County Youth Opportunity Center

Suppression:

- All Three

Partners

- Schools (MCPS), Gang Unit (MCPD), Courts, Community Centers (MCRD), Libraries (MCPL), DHHS, Non-Profits, Most importantly--the Youth and Families!

13

Prevention & Intervention HHS PYDI Reductions

<u>PYDI Programs</u>	<u>FY10</u>	<u>FY11</u>	<u>FY12</u>
SON	n/a	\$4,000 Reduced Flex funds	\$24,000 Eliminate staff training and travel outside county
CYOC	n/a	\$100,000 Reduced staffing by two positions	\$4,000 Reduce operational funding
UCYOC	n/a	n/a	n/a
YVPC	n/a	n/a	n/a
NHSWC	n/a	\$7,000 Reduced operational funding	\$19,000 Reduce operational funding

4

Prevention & Intervention HHS PYDI Current Programs

<u>Programs</u>	<u>Age Groups</u>	<u>Numbers served</u>	<u>Community Based</u>	<u>School Based</u>
SON (3 Prongs)	ES, MS, HS, Young adults, and adults	184	Yes	Yes
CYOC (3 Prongs)	ES, MS, HS, Young adults, and adults	338	Yes	Yes
UCYOC (3 Prongs)	ES, MS, HS, Young adults, and adults	101	Yes	Yes
YVPC (3 Prongs)	ES, MS, HS, Young adults, and adults	413 parents 112 children and youth	Yes	Yes
NHSWC Prevention	HS, and adults	393	No	Yes

15

Intervention

Trends and Needs

- Significant amount of growing violence among African American Youth in East County and Down County, as well as Up County
- Increased tension between Latino Gangs
- Increased violence against and among LGBT Youth
- Increased presence of non-county youth in delinquent activity in the county.
- Increased cyber bullying, sexual exploitation, gang recruitment, provocation for violence among rival gangs and neighborhoods.

16

Suppression - Police

Programs Sustained & Reduced

Police Prevention Programs:

Program Sustained

- Explorer - youth 14-20 interested in a public safety career engaged in training, education, and community service. Explorer program has not been cut.

Programs Reduced or Cut

- Police Activities League – program at Good Hope Rd. Rec Center. Program cut in its entirety.
- 12 Community Outreach Officers – involved with youth programs, mentoring, substance abuse, and safety programs. The number of Outreach Officers was cut from 12 to 6.
- School Safety officers - crime prevention programs in elementary schools, coordinating of traffic safety and crossing guards. We used to have 6 Officers, now have 3.
- \$50,000 for overtime for Officers to provide security at Public Libraries. Program no longer funded.

17

Suppression - Police

Programs Sustained & Reduced

Police Suppression Programs:

Programs Sustained:

- Centralized Gang Unit – targeting gang crime in the County and working regionally as well.

Programs Reduced or Cut:

- Station Gang Officers – One Gang Officer at each of the 6 District Stations to target specific cases. Positions cut.
- School Resource Officers: We used to have one in every high school, plus supervisors (31 positions). We cut it back to 12 positions, then last year cut it to 6 positions (one Officer per District.)

18

19

Suppression - Police

Programs Enhanced Through Grants/Partnerships

Current Grants and programs:

- CSAFE Community Policing Grant - pays for additional patrol and gang prevention in the Aspen Hill area (\$170,000), ends June 2012.
- Federal grant pays for on Crime Analyst for our Gang Intelligence section (\$53,000) ends Nov. 2011.
- Federal grant pays for a Bi-County Gang task force (1.2 million) ends June 2012.

19

Suppression

Youth Crime Statistics

- Using CountyStat's criteria from the August 2009 study and the same Records staff to extract the data, CJIS incident data was pulled for:
 - "Youth crime" is defined as an incident where any defendant or suspect was under 22 years of age
 - Reported time values shown are incident start times only (for crimes where the exact time is known, such as robbery or assault, this is useful, but it is not for any crime typically having a lengthy time spans, such as burglary or vandalism).
 - Identified youth crime hot spots as locations with greater than 250 youth crimes per square mile and targeted a half mile around the epicenter.

20

20

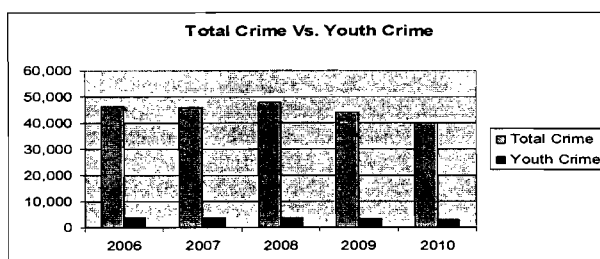
Suppression

Youth Crime Statistics

- Total Crime vs. Youth Crime

- For the 5-year period of 2006 through 2010, overall crime trended down, whereas youth crime remained steady at approximately 8% of the total crime.

	2006	2007	2008	2009	2010
Total Crime	46,481	46,005	47,958	44,238	40,112
Youth Crime	3,703	3,844	3,582	3,345	3,104
% Youth Crime	8.0%	8.4%	7.5%	7.6%	7.7%



21

Suppression

Youth Crime Statistics

- Time of Day

- Youth crime broken down to 2-hour blocks as used by CountyStat in 2009 show the largest percentage of youth crimes to have occurred or have a start time of 2:00 PM to 5:59 PM for each year 2006 through 2010.

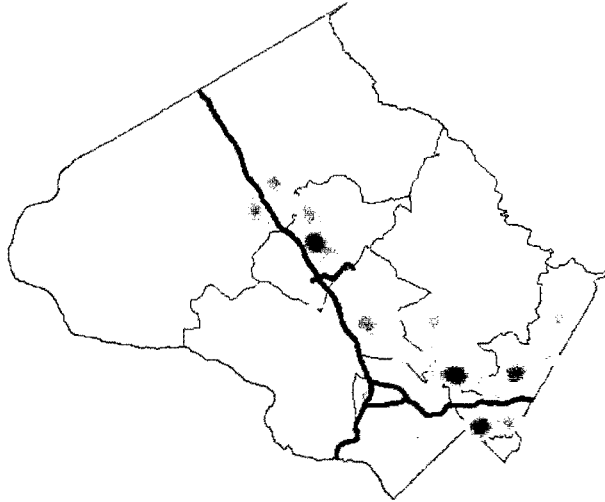
	2006		2007		2008		2009		2010	
	Total	% of Day	Total	% of Day	Total	% of Day	Total	% of Day	Total	% of Day
Midnight - 1:59 AM	280	7.6%	277	7.2%	267	7.5%	254	7.6%	227	7.3%
2:00 - 3:59 AM	87	2.3%	67	1.7%	84	2.3%	63	1.9%	75	2.4%
4:00 - 5:59 AM	35	0.9%	31	0.8%	26	0.7%	29	0.9%	32	1.0%
6:00 - 7:59 AM	137	3.7%	153	4.0%	103	2.9%	116	3.5%	84	2.7%
8:00 - 9:59 AM	254	6.9%	235	6.1%	215	6.0%	181	5.4%	182	5.9%
10:00 - 11:59 AM	360	9.7%	357	9.3%	343	9.6%	308	9.2%	313	10.1%
12:00 - 1:59 PM	416	11.2%	423	11.0%	370	10.3%	343	10.3%	322	10.4%
2:00 - 3:59 PM	555	15.0%	571	14.9%	549	15.3%	528	15.8%	494	15.9%
4:00 - 5:59 PM	474	12.8%	552	14.4%	500	14.0%	464	13.9%	401	12.9%
6:00 - 7:59 PM	434	11.7%	468	12.2%	450	12.6%	410	12.3%	357	11.5%
8:00 - 9:59 PM	362	9.8%	406	10.6%	379	10.6%	354	10.6%	337	10.9%
10:00 - 11:59 PM	309	8.3%	304	7.9%	296	8.3%	295	8.8%	280	9.0%
Total Youth Crime	3,703		3,844		3,582		3,345		3,104	

22



Suppression

Youth Crime Statistics – Hot Spots



Suppression

Youth Crime Statistics

Of the 232 gang-related incidents in 2010, 166 (72%) involved a defendant or suspect who was under the age of 22. The top five gang member-involved incidents committed by "youth" were: 1) CDS, 2) Assault, 3) Robbery, 4) Larceny, 5) Weapons offenses.

Crime	2010 Total Gang Related	D or S was under 22	% committed by "youth"
Assault	36	31	86%
Auto Theft	7	7	100%
Burglary	14	13	93%
CDS	38	35	92%
Disorderly	5	5	100%
Extortion	1	1	100%
Homicide	3	0	0%
Larceny	20	19	95%
Rape	2	2	100%
Robbery	29	29	100%
Sex Offense	1	0	0%
Threats	5	3	60%
Trespassing	2	2	100%
Vandalism/Graffiti*	54	4	7%
Weapons	15	15	100%
Grand Total	232	166	72%

*Usually there are no specific suspects in vandalism/Graffiti cases

Suppression

Youth Crime Statistics

Of the 285 gang-related incidents in 2009, 210 (74%) involved a defendant or suspect who was under the age of 22. The top five gang member-involved incidents committed by "youth" were: 1) Assault, 2) Robbery, 3) CDS, 4) Weapons offenses, 5) Burglary.

Crime	2009 Total Gang Related	D or S was under 22	% committed by "youth"
Alcohol/DWI	1	0	0%
Arson	1	1	100%
Assault	56	48	86%
Auto Theft	7	6	86%
Burglary	15	14	93%
CDS - Distribution	34	34	100%
Disorderly	11	11	100%
False Statements	2	2	100%
Homicide	6	6	100%
Larceny	14	12	86%
Rape	1	0	0%
Robbery	36	36	100%
Threats	5	5	100%
Trespassing	7	5	71%
Vandalism/Graffiti*	64	10	16%
Weapons	25	20	80%
Total	285	210	74%

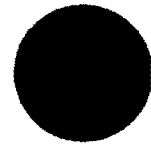
*Frequently there are no suspects in vandalism/graffiti cases

Conclusion



Montgomery County
Collaboration Council
FOR CHILDREN, YOUTH AND FAMILIES
A LOCAL MANAGEMENT BOARD

064632



September 8, 2011

TO: The Honorable Isiah Leggett, Montgomery County Executive
The Honorable Valerie Ervin, President, Montgomery County Council

FROM: Shawn Bartley, Chair, Board of Directors
Carol Walsh, Executive Director

Carol Walsh

SUBJECT: Expedited Bill 25-11 – Offenses – Curfew -- Established

The Collaboration Council's Board and its Disproportionate Minority Contact (DMC) Reduction Committee have discussed the proposed legislation. As a great deal of feedback has been provided by other groups and residents, we have chosen not to add to that discourse, but to urge that this single bill be considered in the context of the County's overall policy for our young people. While curfews may be needed as an additional approach in the police department's arsenal, we agree with statements that each of you have made that this strategy alone will have small impact on giving our youth the tools they need for successful futures as law-abiding and productive County residents. We hope that soon we all can return to this larger policy discussion which would include the following considerations.

Data Driven Decision-making

- Differing statistics from various sources have been issued regarding juvenile crime trends and the level of gang membership and gang-related crime in the County. Disparate data from many sources do little to help make informed decisions. Reliable, detailed data including youth age and residence (Montgomery zip codes or other jurisdictions), race/ethnicity, seriousness of offense (misdemeanor, felony), documented gang membership, and prior contact with juvenile justice agencies (recidivism) are crucial to effective public safety strategies. The collection of these data must be a priority along with its regular distribution to policymakers and practitioners.
- Prior to the implementation of any curfew law, a system of data collection and accountability must be in place to help assess whether the law's intent is met and that information on unintended consequences is captured and addressed.

Supporting Positive Youth Development

- Positive youth development means helping young people meet the challenges of adolescence while preparing for adulthood. We view youth as assets to be developed (What can they accomplish?) rather than focusing on their deficits or prevention of risky or delinquent behaviors (What aren't they doing?). Unfortunately, studies often show public perceptions of youth focus on the negative. We all recognize that a proposed curfew is negatively focused, based on the actions of the few. We ask that we recommit to working together to regularly recognize our youth for their positive contributions.
- Positive youth development and youth voice must be visible in the design and use of public space. We applaud both the Executive and Council for strengthening youth input via the Youth Advisory Council and annual Youth Forums. We recommend that youth be seen as a distinct customer of our public places and meaningful, ongoing youth voice be incorporated as standard operating procedure in public space planning. Please see the footnote for two sources for further information.¹ Youth must have a

¹ Whitlock, J. (2007), *The role of adults, public space, and power in adolescent community connectedness*. Journal of Community Psychology, 35: 499-518. doi: 10.1002/jcop.20161; and *Implications of Adolescents Perceptions and Values for Planning and Design*. Journal of Planning Education and Research. Fall 2008 28: 73-96. May 18, 2008.

role in economic development as well. We know that youth will be proud investors and enforcers in their community's safety and commerce, given the chance.

- Most parents of an adolescent know that despite their best efforts and intentions, teens can exercise poor judgment. Indeed brain research confirms this likelihood. Yet, parents still pretty much "learn on the job." Many more resources and supports specific to parenting adolescents are needed before the worst happens and more expensive services must be brought into play.
- Quality out-of-school time opportunities are critical to complement parental supervision and safe public places, especially in the time right after the school day ends when juvenile crime most occurs. Your continued support of the Sports Academies, RecExtra and Excel Beyond the Bell despite severe budget challenges is greatly appreciated. We welcome the opportunity to update you on Excel Beyond the Bell's accomplishments including our growing partnership with MCPS and the Recreation Department in a three middle school pilot.

Implementation

- Effective practice in reducing disproportionate minority contact includes the presence of clear criteria for decision-making which reduces the decision maker's discretion and subjectivity in enforcement. While understanding the need for police officers to make quick decisions in the field, implementation of any curfew law should be accompanied with clear policies and procedures along with training on the curfew law, positive youth development, youth culture, with continued consideration for interacting with our racially and ethnically diverse residents.

Regional Approach

- Research has been cited to both support and protest curfews. Other useful information would be how urban areas across the nation, with multiple jurisdictions with separate law-making authority, have balanced public safety and positive youth development where public transportation and cell phones make gangs and youth in general very mobile with rapid communication.
- Youth are breaking curfews in their own jurisdictions to get to Montgomery County. There must be a regional approach to enforcement of curfews in each jurisdiction so that youth are in their home communities late at night. With many youth using public transportation, the Metro Police should be involved in these conversations.

Juvenile Justice Services

- During the curfew discussion, ample examples have been given regarding the range of juvenile offenses in the county. Our concern rests with what happens to youth who are involved in the juvenile justice system within the context of restoration to the victims and community and habilitation of the offender.
- Our Disproportionate Minority Contact Reduction Committee assesses gaps in community-based resources to turn the trajectory away from out-of-community and state settings. There are no local shelters for youth who cannot go home while awaiting court appearances nor evening reporting centers to supervise and habilitate youth on probation. Adolescent substance abuse education and treatment services also have been reduced.
- Intensive services to help parents get their troubled youth back on track are essential and also under resourced. Continuation of our county-funded wraparound program is deeply appreciated as one of few interventions that focus on youth with cross-agency needs with improved family functioning as an essential outcome. We have found other funding to expand wraparound to early intervention as well.

Our quality of life and economic competitiveness rely in great part on our youth of today becoming our residents, employees, taxpayers and voters of tomorrow. We trust that we all can use this opportunity for continued, energetic dialogue and sustained support for our county's young people. Thank you for the opportunity to provide input.

04-024Community-Based Organizations serving Montgomery County Youth

Organization	Program
Adventist Behavioral Health	Adolescent Intensive Outpatient Program for Chemical Dependency Child & Adolescent Partial Hospitalization Program Operation Runaway Residential Treatment Center The Ridge School of Montgomery County
African Immigrant & Refugee Foundation	After School Program
Arts and Humanities Council of Montgomery County	The Guide to Children's Arts Activities
Arts for the Aging	Kids n' Grans
Arts on the Block	Pour Your ART Out School Year Workshop Pour Your ART Out Summer Workshop
Asian American Leadership, Empowerment, and	After-School Program Mentoring Program
Bar-T	Kids Club
Benjamin Banneker Honors Math and Science Society	BBHMSS
Best Buddies International - Maryland	Best Buddies High Schools Best Buddies Middle Schools
Bethesda Community Baseball Club	Baseball and Softball Camps Student Leadership Committee
Big Brothers Big Sisters of the National Capital Area	One-To-One Community-Based Services
BlackRock Center for the Arts	Education Department
BPSOS, Inc.	Educational & Recreational Activities for Youth (ERA)
Camp Fire USA - Patuxent Area Council	Camp Fire USA Programs Service-Learning
Center for Adoption Support and Education	Kids Groups
Center for Therapeutic Concepts, Inc.	Focus-Centered Groups Outpatient Mental Health Psychological Testing Therapeutic Mentoring Tutorial Services
Chinese Culture and Community Service Center	CLAPS - Cultural Language Arts Programs and Services for Non-Chinese Speaking Families ESOL - Adult English as a Second Language Classes Volleyball
Circle Treatment Center	Adolescent Children of Addicted Parents Adolescent Education and Counseling
CityDance Ensemble and CityDance Center at CollegeTracks, Inc.	CityDance Early Arts College Admissions Advising Financial Aid Advising
Collegiate Directions, Inc.	CDI Scholars Program
Commonweal Foundation	Learning Support Program Partners In Learning Literacy Clubs
Community Bridges, Inc.	Glow! Young Women Leading the Way Jumpstart Girls! Adelante Niñas! Elementary School JumpStart Girls! Adelante Ninas! Middle School
Community Services for Autistic Adults and Children	Community School of Maryland
Community Support Services	Autism Waiver Services Special Children's Programs

04-024Community-Based Organizations serving Montgomery County Youth

Organization	Program
	The Marcia D. Smith School
Conflict Resolution Center of Montgomery County	Community Conferencing
CREATE Arts Center	Arts Classes
Creative Adventures	After School Art Workshop Art Movers and Color Shakers Day Art Camp
Crittenton Services of Greater Washington	SNEAKERS
Dance Exchange	Teen Exchange Youth Exchange
Early Childhood Consultation Center	Parenting Workshops
Edgewood Community Services	Strengthening Families Program
Equipment Connections for Children	Equipment Donations Program
Expressive Therapy Center, LLC	Center for Personal Development Group Therapy Center Psychological/Psycho-Educational Testing Center
Faith Connections	Damascus Gardens After School Program, Rock The House School Backpacks and Supplies
Family Learning Solutions	Family Learning Connections
Family Services, Inc	B.R.O.T.H.E.R.S. Outpatient Mental Health Clinic Tracks
Family Trauma Services of Maryland	Adolescent Sex Offender Program Assessment and Diagnostic Services Individual and Family Therapy Post Traumatic Stress Disorder for Children and Adolescents Transition/Aftercare Program
First Book - Montgomery County, MD	First Book - Montgomery County Grants
Foundation of Youth, Inc.	RISE (Life and Work Skill Development) Program RISE Mentoring Program
Gandhi Brigade	Community Media Freedom School Peer Instruction Youth Media Festival
GapBuster Learning Center	Afterschool Tutoring and Enrichment Program Community-Based Mentoring program HIV/AIDS Peer Educators Leadership Institute Programs SAT Preparation Course School Based Mentoring program Summer School Program Young Ambassadors Program
George B. Thomas Sr. Learning Academy	GBTLA High Achievement Scholarship Program Saturday School Programs
Germantown Hardknocks Youth Foundation	Basketball and Life Skills Education and Literacy Program Gang Prevention and Intervention Program Tiger Woods Action Plan-Youth Development Youth Development-Life Skills-Job Readiness Program Youth Support Group

04-024Community-Based Organizations serving Montgomery County Youth

Organization	Program
Greater Washington Jewish Coalition against Domestic	It's Not Love
GUIDE Program, Inc	GUIDE Drug & Alcohol Education Seminars
	GUIDE Kid's Fun Camp
	GUIDE School-Based Mental Health Program
	GUIDE School-Based Social Services Program
	GUIDE Student Skills Groups
	GUIDE Tutoring Program
	GUIDE Youth Services-Prevention and Counseling Program
Habitat for Humanity of Montgomery County, Md	Youth Volunteer Program
Han Bai Kung Fu	Afterschool Martial Arts Program
Han Su Tae Kwon Do School	Tae Kwon Do Classes
Hearts and Homes for Youth	Helen Smith Girls' Group Home
	John C. Tracey Boys' Group Home
	Jumpstart/ Langworthy Transitional Living Program
	Kemp Mill Boys' Group Home
	Runaway Prevention Program
Hispanic Business Foundation of Maryland	Partnership Youth Initiative
Hospice Caring, Inc	Children's Bereavement Program
Housing Opportunities Commission	Homework Club
Identity	Crossroads Youth Opportunities Center
	Latino Youth Wellness Program
	Positive Youth Development After School Program - HS
	Positive Youth Development After School Program - MS
	Wellness Center at Northwood High School
Imagination Stage	Project X
IMPACT Silver Spring	Fall Soccer
	Spring Baseball
	Winter Basketball
Institute for Academic Challenge	IAC Classes
Institute for Family Centered Services	Adolescent Psycho-educational Groups
Interages	Grandreaders
	Intergenerational Bridges
	LEAP Adoptee Mentoring Program
	SHARE
International Minority Affairs Cooperative	Youth Outreach
Jewish Social Service Agency	JSSA Autism Across the Lifespan - Children, Teen, Adults and Family Program
	JSSA Children and Family Services: Case Management
	JSSA Children and Family Services: Evaluation Services
	JSSA Children, Adults and Family Services: Counseling Services
	JSSA Collaborating Couples Program
Journeys	Journeys for Adolescents
KHI Services	Karma at Randallstown
	Step Ahead Educational Program
	Step Ahead Program
Latino Student Fund	ACCESS Program
	LISTO! and LISTO Rapido!
LAYC-Maryland Multicultural Youth Centers	Academic Enrichment

04-024Community-Based Organizations serving Montgomery County Youth

Organization	Program
	Arts and Cultural Programs
	Job Readiness and Placement
	Upward Bound
Lead4Life, Inc.	First Chance 4U Girls Group
	Mentoring Program
	Supported Work Environments
Liberty's Promise	Civics and Citizenship
	Opportunities Plus
Lt. Joseph P. Kennedy Institute	After School Autism Program
	Community Companions
Manna Food Center	Smart Sacks
Maryland Choices	Care Management Entity
	County Wraparound Program
	Group Home Diversion - Department of Human Resources (Child Welfare)
	Group Home Diversion - Department of Juvenile Services
	Interagency Family Preservation Services
Maryland Vietnamese Mutual Association (MVMA)	Vietnamese Parenting Enrichment Project (VPEP)
MCCPTA-Educational Programs, Inc	Big Learning
	Foreign Language in Elementary Schools
	Hands On Science
Mental Health Association	Bridges to Pals
	Kensington Wheaton Youth Services School-Based Social Services
	Kensington Wheaton Youth Services: Individual & Family Counseling
	Kensington Wheaton Youth Services: Linkages to Learning- Mental Health
	Kensington Wheaton Youth Services: School-Based Support & Psychoeducational Groups
	Kensington Wheaton Youth Services: Therapeutic Recreation
	Mental Health Association Education & Community Resources
	Montgomery County Youth Crisis Hotline
	Voice 2 Empower
	Voices Vs. Violence
Metropolitan Community Development Corporation	Summer Enrichment Programs: Camp4Kids & Vacation Bible School
Montgomery College WDCE YOUTH PROGRAMS	Kids College
	MC Adventures
	Summer Youth Programs
Montgomery County Collaboration Council for Children, Youth and Families	One Dream Academy
Montgomery County Project Prom/ Graduation	Montgomery County Project Prom/Graduation
Montgomery Housing Partnership	Homework Club
	Summer Enrichment Program
	Teen Program
Montgomery Tennis and Education Foundation	After School Tennis at Montgomery County Middle Schools
Montgomery Village Foundation	Teen Activities - Futsal
National Center for Children and Families	Greentree Adolescent Program
New Destiny	Career and Success Help
	Moving In Destiny

04-024Community-Based Organizations serving Montgomery County Youth

Organization	Program
	Tutoring for Academic Success
OASIS	Intergenerational Tutoring Program
Olney Theatre Center	In-School Workshops and Classes
Our House - Residential Job Training Center for Youth	Our House - Residential Job Training Center for Youth
Parent Encouragement Program (PEP)	Fostering Cooperation in Children with Special Needs
	Friendship Camp
	Parenting Teens Classes
Passion for Learning	Dig.Lit/GRRL Tech
	Dig.Lit/Young Writers
Peer2Peer Tutors	Peer2Peer Tutoring at Strathmore Elementary School
	Peer2Peer Tutoring Services
Potomac Ridge Behavioral Health Eastern Shore	Acute Unit
	BRIDGES unit
	Links Unit
	Partial Hospitalization Program
	Ridge School of the Eastern Shore
Pride Youth Services, Inc	Adolescent Male Empowerment Network (AMEN) Program
	The Adolescent Female Forum to Inspire, Respect & Motivate Program
Primary Care Coalition	Care For Kids
Pyramid Atlantic Art Center	More Than Words
	Y.E.S.
Red Wiggler Community Farm	Educational and Service Learning Program
Reginald S. Lourie Center for Infants and Young Children	The Lourie Center School
Silver Spring Branch Boys & Girls Club	Boys & Girls Club Membership
	Passport to Manhood
	Power Hour
	SMART Girls
	Summer Camp
Silver Spring Team for Children and Families, Inc.	Benchmarks
Sisters in Taking and Academic Road to Success	S.T.A.R.S.
St. Ann's Infant and Maternity Home	Children's Programs
	Group Home for Teenage Girls
	High Intensity Group Home
St. Luke's House	Career Transition Program
STEM Afterschool Academy	Excel Beyond the Bell
Takoma Park Silver Spring Youth Baseball and Softball Leagues	TPSS Girls Softball League
	TPSS Youth Baseball League
Task Force on Mentoring of Montgomery County	Youth Mentoring Program - Technical Assistance
Teen And Young Adult Health Connection	Teen And Young Adult (TAYA) Health Connection - Family Planning
	Teen And Young Adult (TAYA) Health Connection - Outreach
The Arc of Montgomery County	After All
The Comedy Academy, Inc.	The Comedy Academy, Inc.
The Family Support Center	Drawing The Line on Underage Alcohol Use
	H.E.R.M.A.N.A.S.

04-024Community-Based Organizations serving Montgomery County Youth

Organization	Program
	S.I.S.T.E.R.S.
The First Tee, Montgomery County	The First Tee
The Treatment and Learning Centers	TLC's Katherine Thomas School TLC's Outpatient Services TLC's Summer Programs TLC's Testing and Tutoring Service
THR Mental Health	THR After School Program
TransCen, Inc.	Job Clubs Voicing Experience through Service Youth with Disabilities Program, WIA
Washington Revels	Children's Chorus Education Programs Teen Chorus
Washington Youth Foundation	After School and Weekend School Mentoring Program Volunteer Program
Wheaton High School B.R.O.T.H.E.R.S.	B.R.O.T.H.E.R.S. Program
Women Who Care Ministries	Helping Kids Eat Backpack Weekend Food Program
Woodbourne Center	Residential Treatment Center
YMCA Youth & Family Services	After School Program Benchmarks Program Bullying Intervention Cooperative Playground Counseling Drug and Alcohol Education ESOL Adventure Club Go Girls Man to Man Program Mentoring Program School Bus Intervention Target Horizons Teen Prevention YMCA Youth & Family Services School Based Social Services Youth and Government Y's Words: Parenting Children
Young Chefs	Families Cook! Series of Four Saturday Cooking Classes Tweens Can Cook Summer Camps Young Chefs Cooking Club
Youth Leadership Training Academy - YLTA	Financial Fitne\$\$ for Teens - A workout in the world of money. Food Recovery for the Hungry - FRH My Money MatterZ - How about yours? Smart Money for Savvy Teens - Make your money managing a snap!

31

Information for Positive Youth Development Programming Discussion
Joint meeting of the Health and Human Services & Public Safety Committees
October 13 @ 9:00 a.m.

1. *What are the goals and intended outcomes of the Extracurricular Activities program. To what extent is data being collected that measures participation in or impacts resulting from extracurricular activities?*

Extracurricular activities provide students with opportunities to initiate, hone, extend, and enrich concepts, skills, and processes learned in the classroom. They also provide students opportunities to explore and pursue areas of interest sometimes resulting in career decisions. These activities offer many students not only excellent opportunities to expand and improve personal and academic interests, but also opportunities for higher education scholarships and career development.

MCPS does not collect participation numbers for all of the extracurricular activities that take place in all 200 schools. Participation numbers are collected for interscholastic sports.

MCPS has not completed a study on the impact on students resulting from extracurricular activities. Research completed by outside entities has shown that students who participate in interscholastic athletics have superior grade point averages, superior attendance rates, higher standardized test scores, greater educational aspirations, better health habits, and feelings of connection and belonging compared to those who do not participate. Studies further demonstrate that athletic participation is associated with fewer discipline referrals, lower dropout rates, and lower levels of drug and alcohol abuse. Participation in interscholastic athletics provides young students with a sense of belonging and allows them to develop positive relationships and support groups that they would not have otherwise developed.

2. *What extracurricular activities are being offered by MCPS at the elementary school, middle school, and high school levels? Which activities provide open access to the whole student population without restriction to academic eligibility, skill level, or fees and how many students do these open access programs serve? Please include, as feasible, an estimate of the numbers of unduplicated students served and the percentage of the total student population participating in extracurricular activities sponsored by MCPS at the elementary, middle, and high school levels.*

There is no central list of every extracurricular activity that is offered at the elementary, middle and high school levels. Schools provide a wide variety of extracurricular activities based on interests of students, and resources and capacities of adults able to provide instruction and guidance. Adults include school staff, the school's PTA, and businesses and other entities supporting the school.

Only those extracurricular activities listed as stipend-compensated activities in the negotiated *Agreement Between Montgomery County Education Association and the Montgomery County*

Board of Education are activities that require academic eligibility. The academic eligibility requirement does not apply to students in the fall entering middle or high school for the first time or to students engaged in activities that are extensions of a graded course, such as a band course. Attached is a copy of page 51-52 of the *Agreement Between Montgomery County Education Association and the Montgomery County Board of Education for the School Years 2011-2014* that lists all of the extracurricular activities that are stipend-compensated activities in the negotiated agreement.

Options for activities that can engage students who have not yet met academic eligibility guidelines are a wide variety, especially on the high school level. Provided is a copy of each high school's list of clubs taken from their websites to furnish an overview of the wide selection that is available to students.

Participation numbers are collected for interscholastic sports. Last year, 21,500 high school students participated in interscholastic sports with approximately 40 teams per high school. A number of interscholastic sports teams do not restrict participation based on ability, especially if there is only a small number of students interested in participating on that sport team.

Last year 24,500 middle and high school students paid an extracurricular activity fee that supports adult-supervised, extracurricular activities, such as sports and clubs. Students who pay the fee are entitled to participate in one or more programs during the year. The fee is \$30 per year. If a family's gross income is below \$35,000, the student qualifies for a reduced ECA fee of \$15.00.

3. *Provide the program budgets for Extracurricular Activities from FY09-FY12 broken out by key spending categories, e.g., stipends for Athletic program, student transportation, etc. In instances when the Extracurricular Activities program has been reduced in a particular fiscal year, please explain the impact of the reduction on the number of students served or changes in the nature, quality, or amount of services provided.*

Budget attached.

Reductions in funding for extracurricular activities would have an impact. Students would have less access to athletic programs with fewer sports being available, shorter seasons, and fewer practices. Additionally, less extracurricular activities would be provided that are open to all students.

4. *How is funding for extracurricular activities apportioned to individual schools? To what extent do individual schools have discretion in determining how to use funding for extracurricular activities?*

Extra-curricular activity stipends are divided into classification I and classification III activities. Classification I activities are allocated to each middle and high school to run clubs and activities that are selected based on the interests and needs of the students in the schools. Each middle school is allocated 350 hours to use for classification I activities while each high school is allocated 840 hours. The budget for classification I activities is \$480,200 for FY 2012.

Additionally, individual school PTAs often provide extracurricular activities, especially on the elementary school level.

Classification III extracurricular activities are designated in the negotiated agreement between the Montgomery County Education Association and the Board of Education. A set number of hours have been determined for each activity and all schools are authorized to offer each of these activities.

5. *Please provide academic ineligibility data for the 2009-2010 and 2010-2011 school years, as available, including the number and percentage of ineligible students for 3 or 4 marking periods for grades 6-8 and Grades 9-12 in the following categories: All, African American, Asian American, Hispanic, White, FARMS, Special Education, and Limited English Proficient.*

Attached are charts that display high school and middle school students' ineligibility rates for racial/ethnic groups and demographic groups for the 2009-2010 and 2010-2011 school years.

ATHLETIC STIPENDS	School Level	Stipend	Effective July 1, 2009 ⁴
Cheerleader (with two varsity squads)	High		
Fall (each)		\$2,212	\$2,291.00
Winter (each)		\$1,579	\$1,638.50
Spring (one only)		\$1,288	\$1,334.00
Cross Country (Coed)	High	\$3,500	\$3,625.00
Cross Country (Coed) Assistant	High	\$3,290	\$3,407.50
Developmental Golf (Girls)	High	\$700	\$725.00
Diving Coach – Countywide (2)	High	\$2,884	\$2,987.00
Field Hockey Jr. Varsity	High	\$2,828	\$2,929.00
Field Hockey Varsity (Girls)	High	\$3,528	\$3,654.00
First Aid Trainer	High		
Fall		\$1,792	\$1,856.00
Winter		\$1,400	\$1,450.00
Spring		\$1,400	\$1,450.00
Football Ticket Manager	High	\$938	\$971.50
Football – Four assistants	High	\$4,942	\$5,118.50
Football – One head coach	High	\$5,712	\$5,916.00
Gen. Athletic Event Ticket Manager	High	\$1,400	\$1,450.00
Golf (Coed)	High	,960	\$2,030.00
Gymnastics Club (Girls)	High	\$1,834	\$1,899.50
Indoor Track (Coed)	High	\$3,388	\$3,509.00
Indoor Track (Coed) Assistant	High	\$3,150	\$3,262.50
Intramural Coordinator	Middle	\$840	\$870.00
Intramural Director	Middle	\$868	\$899.00
Intramural Director (Coed)	High	\$1,050	\$1,087.50
Lacrosse Varsity (Boys)	High	\$3,178	\$3,291.50
Lacrosse Varsity (Girls)	High	\$3,178	\$3,291.50
Night Game Manager	High	\$1,358	\$1,406.50
Pole Vault Coach – Countywide (2)	High	\$2,380	\$2,465.00
Pompon	High	\$3,430	\$3,552.50
Soccer (Boys)	Middle	\$1,260	\$1,305.00
Soccer (Boys) Jr. Varsity	High	\$3,080	\$3,190.00
Soccer (Boys) Varsity	High	\$3,626	\$3,755.50
Soccer (Girls)	Middle	\$1,260	\$1,305.00
Soccer (Girls) Jr. Varsity	High	\$3,080	\$3,190.00
Soccer (Girls) Varsity	High	\$3,626	\$3,755.50
Softball (Boys)	Middle	\$1,204	\$1,247.00
Softball (Girls)	Middle	\$1,204	\$1,247.00
Softball (Girls) Jr. Varsity	High	\$3,080	\$3,190.00

ATHLETIC STIPENDS	School Level	Stipend	Effective July 1, 2009 ⁴
Softball (Girls) Varsity	High	\$4,298	\$4,451.50
Swimming & Diving	High	\$3,010	\$3,117.50
Tennis (Boys)	High	\$3,164	\$3,277.00
Tennis (Girls)	High	\$3,234	\$3,349.50
Track Assistant (Coed) (two per school)	High	\$3,570	\$3,697.50
Track Head Coach (Coed)	High	\$3,864	\$4,002.00
Volleyball (Boys) Varsity	High	\$3,430	\$3,552.50
Volleyball (Coed) Varsity	High	\$3,430	\$3,552.50
Volleyball (Girls) Jr. Varsity	High	\$2,786	\$2,885.50
Volleyball (Girls) Varsity	High	\$3,416	\$3,538.00
Weight Training Director (Coed)	High	\$1,260	\$1,305.00
Wrestling Jr. Varsity	High	\$4,116	\$3,495.00
Wrestling Varsity	High	\$4,956	\$5,133.00

③ POST-SEASON COMPETITION

Athletic coaches shall be paid up to four hours per day for practices, preparation, and contests when the season is extended as a result of the team being involved in post-season county competition or the MPSSAA regional and/or state competition.

Ⓚ EXTRACURRICULAR ACTIVITIES

NONATHLETIC STIPENDS	School Level	Stipend	Effective July 1, 2009 ⁴
Instrumental Music Director	Middle	\$1,190	\$1,232.50
Jazz Ensemble Director	Middle	\$980	\$1,015.00
Competitive Marching/ Pep Band	High	\$2,310	\$2,392.50
Marching/Pep Band Director	High	\$1,540	\$1,595.00
Pep Band Director	High	\$840	\$870.00
Instrumental Music Director	High	\$2,380	\$2,465.00
Music Theater Director	High	\$910	\$942.50
Choral Director (Effective July 1, 2006)	Elementary	\$1,008	\$1,044.00
Choral Director	Middle	\$1,400	\$1,450.00
Choral Director	High	\$4,200	\$4,350.00
Debate Coach	High	\$3,150	\$3,262.50
Drama Director (one production)	Middle	\$1,862	\$1,928.50
Drama Director (two productions)	Middle	\$3,724	\$3,857.00
Drama Director	High	\$4,718	\$4,886.50
Enrichment Activities	Elementary	\$350	\$362.50
Flag/Majorette and/or Rifle Team Sponsor (Separate sponsor)	High	\$2,100	\$2,175.00
(Band Director sponsor)	High	\$1,190	\$1,232.50
Forensics Coach	High	\$3,150	\$3,262.50
It's Academic	High	\$1,400	\$1,450.00
Marching Band Pre-Season	High	\$896	\$928.00

⁴ The increase in extracurricular stipend rates scheduled for July 1, 2009, was not implemented during FY 2010 and will not be implemented during FY 2011. It is subject to reopened negotiations in accordance with Article 31 of this Agreement.

NONATHLETIC STIPENDS	School Level	Stipend	Effective July 1, 2009 ⁴
Math Team Coach	Middle	\$1,330	\$1,377.50
Mathletes	High	\$1,638	\$1,696.50
Mock Trial Program	High	\$1,260	\$1,305.00
Newspaper Advisor	Middle	\$1,400	\$1,450.00
Newspaper Advisor	High	\$3,150	\$3,262.50
Safety Patrol	Elementary	\$2,674	\$2,769.50
Senior Class Advisor	High	\$3,500	\$3,625.00
Junior Class Advisor	High	\$2,450	\$2,537.50
SGA	Middle	\$2,940	\$3,045.00
SGA	High	\$3,780	\$3,915.00
Stage Director	Middle	\$700	\$725.00
Stage Director	High	\$4,662	\$4,828.50
Yearbook Advisor	High	\$3,150	\$3,262.50

ATHLETIC STIPENDS	School Level	Stipend	Effective July 1, 2009 ⁴
Assistant Athletic Director	High	\$4,242	\$4,393.50
Assistant Game Manager	High	\$2,100	\$2,175.00
Athletic Coordinator	Middle	\$2,590	\$2,682.50
Baseball Jr. Varsity	High	\$3,150	\$3,262.50
Baseball Varsity	High	\$4,298	\$4,451.50
Basketball Ticket Manager	High	\$1,092	\$1,131.00
Basketball Scorer/Timer (Boys)	High	\$588	\$609.00
Basketball Scorer/Timer (Girls)	High	\$588	\$609.00
Basketball Scorer	Middle	\$224	\$232.00
Basketball Timer	Middle	\$224	\$232.00
Basketball (Boys)	Middle	\$1,274	\$1,319.50
Basketball (Boys) Jr. Varsity	High	\$3,934	\$4,074.50
Basketball (Boys) Varsity	High	\$4,648	\$4,813.00
Basketball (Girls)	Middle	\$1,274	\$1,319.50
Basketball (Girls) Jr. Varsity	High	\$3,934	\$4,074.50
Basketball (Girls) Varsity	High	\$4,648	\$4,814.00
Cheerleader – Varsity (with JV Squad)	High		
Fall		\$2,450	\$2,537.50
Winter		\$1,967	\$2,037.25
Spring		\$1,288	\$1,334.00
Cheerleader – Jr. Varsity	High		
Fall		\$1,827	\$1,892.25
Winter		\$1,344	\$1,392.00

Extracurricular Activities

Program Description and Alignment to Strategic Plan

This budget includes the funding for extracurricular activities that provide students with opportunities to initiate, expand, hone, extend, and enrich concepts, skills, and processes learned in the classroom. They also provide students opportunities to explore and pursue areas of interest sometimes resulting in career decisions. Extracurricular activities provide a means for many students to distinguish themselves in competitions at local, regional, state, and national levels. In support of the Montgomery County Public Schools (MCPS) strategic plan, *Our Call to Action: Pursuit of Excellence*, extracurricular activities are focused on ensuring success for every student.

Major functions and activities of this program include the following:

- interscholastic sports
- science expos and symposia
- debate and forensics
- mock trial competitions
- school newspapers, yearbooks, literary magazines
- art and music activities
- middle school intramurals

These activities offer many students not only excellent opportunities to expand and improve personal and academic interests but also opportunities for higher education scholarships and career development.

Number of Students Served: 70,000

Program Funding

For FY 2012 it is projected that this program will be funded entirely by local funds.

Explanation of Significant Budget Changes

The total amount budgeted for this program for FY 2012 is \$12,124,829. Changes in the budget are a result of a budget reduction of \$663,644 in stipends for the Athletic program.

Crosswalk to Other Budget Documents and to the MCPS Strategic Plan

More detailed information about this program and its budget can be found in the *Superintendent's Recommended FY 2012 Operating Budget and Personnel Complement* as follows:

37

Extracurricular Activities (continued)

Elementary Schools: Page 1-3

Middle Schools: Page 1-13

High Schools: Page 1-21

Information on the MCPS strategic plan strategies and initiatives of this program can be found beginning on Page 8 of the 2010-2015 *Our Call to Action: Pursuit of Excellence* document.

EXTRACURRICULAR ACTIVITIES

Description	FY 2011 Current	FY 2012 Approved	FY 2012 Change
01 Salaries & Wages			
Total Positions (FTE)	15,000	15,000	
Position Salaries	\$1,454,675	\$1,464,675	
Other Salaries			
Summer Employment	287,610	262,610	(25,000)
Professional Substitutes			
Stipends	8,056,844	7,607,774	(449,070)
Professional Part Time		33,330	33,330
Supporting Services Part Time	21,272	21,272	
Other	5,011		(5,011)
Subtotal Other Salaries	8,370,737	7,924,986	(445,751)
Total Salaries & Wages	9,835,412	9,389,661	(445,751)
02 Contractual Services			
Consultants			
Other Contractual	54,492	54,492	
Total Contractual Services	54,492	54,492	
03 Supplies & Materials			
Textbooks			
Media			
Instructional Supplies & Materials	1,000	1,000	
Office			
Other Supplies & Materials	8,240	8,240	
Total Supplies & Materials	9,240	9,240	
04 Other			
Local/Other Travel			
Insur & Employee Benefits			
Utilities			
Miscellaneous	2,671,436	2,671,436	
Total Other	2,671,436	2,671,436	
05 Equipment			
Leased Equipment			
Other Equipment			
Total Equipment			
Grand Total	\$12,570,580	\$12,124,829	\$(445,751)

EXTRACURRICULAR ACTIVITIES

CAT	Description	10 Mon	FY 2011 Current	FY 2012 Approved	FY 2012 Change
3	AD Teacher, Athletic Director	X	15.000	15.000	
	Total Positions		15.000	15.000	

Extracurricular Activities

Program Description and Alignment to Strategic Plan

This budget includes the funding for extracurricular activities that provide students with opportunities to initiate, expand, hone, extend, and enrich concepts, skills, and processes learned in the classroom. They also provide students opportunities to explore and pursue areas of interest sometimes resulting in career decisions. Extracurricular activities provide a means for many students to distinguish themselves in competitions at local, regional, state, and national levels. In support of the Montgomery County Public Schools Strategic Plan *Our Call to Action: Pursuit of Excellence* extracurricular activities are focused on ensuring success for every student.

Major functions and activities of this program include the following:

- interscholastic sports
- science expos and symposia
- debate and forensics
- mock trial competitions
- school newspapers, yearbooks, literary magazines
- art and music activities
- middle school intramurals

These activities offer many students not only excellent opportunities to expand and improve personal and academic interests but also opportunities for higher education scholarships and career development.

Number of Students Served: 70,000

Program Funding

For FY 2011 it is projected that this program will be funded entirely by local funds.

Explanation of Significant Budget Changes

The total amount budgeted for this program for FY 2011 is \$12,282,970. Changes in the budget are a result of budget reductions. There is a reduction of \$427,372 in student transportation.

Crosswalk to Other Budget Documents and to the MCPS Strategic Plan

More detailed information about this program and its budget can be found in the Superintendent's Recommended FY 2011 Operating Budget and Personnel complement as follows:

Elementary Schools: Page 1-3

Extracurricular Activities (continued)

Middle Schools: Page 1-12

High Schools: Page 1-20

Information on the MCPS Strategic Plan strategies and initiatives of this program can be found beginning on Page 8 of the 2005-2015 *Our Call to Action: Pursuit of Excellence* document.

EXTRACURRICULAR ACTIVITIES

Description	FY 2010 Current	FY 2011 Approved	FY 2011 Change
01 Salaries & Wages			
Total Positions (FTE)	15,000	15,000	
Position Salaries	\$1,464,675	\$1,464,675	
Other Salaries			
Supplemental Summer Employment	287,610	287,610	
Professional Substitutes			
Stipends	8,212,668	8,056,844	(155,824)
Professional Part Time			
Supporting Services Part Time	21,272	21,272	
Other	5,011	5,011	
Subtotal Other Salaries	8,526,561	8,370,737	(155,824)
Total Salaries & Wages	9,991,236	9,835,412	(155,824)
02 Contractual Services			
Consultants			
Other Contractual	54,492	54,492	
Total Contractual Services	54,492	54,492	
03 Supplies & Materials			
Textbooks			
Media			
Instructional Supplies & Materials	1,000	1,000	
Office			
Other Supplies & Materials	8,240	8,240	
Total Supplies & Materials	9,240	9,240	
04 Other			
Local Travel			
Staff Development			
Insurance & Employee Benefits			
Utilities			
Miscellaneous	3,063,678	2,671,436	(392,242)
Total Other	3,063,678	2,671,436	(392,242)
05 Equipment			
Leased Equipment			
Other Equipment			
Total Equipment			
Grand Total	\$13,118,646	\$12,570,580	\$(548,066)

43

EXTRACURRICULAR ACTIVITIES

CAT	Description	10 Mon	FY 2010 Current	FY 2011 Approved	FY 2011 Change
3	AD Teacher, Athletic Director	X	15.000	15.000	
	Total Positions		15.000	15.000	

Extracurricular Activities

Program Description and Alignment to Strategic Plan

This budget includes the funding for extracurricular activities that provide students with opportunities to initiate, expand, hone, extend, and enrich concepts, skills, and processes learned in the classroom. They also provide students opportunities to explore and pursue areas of interest sometimes resulting in career decisions. Extracurricular activities provide a means for many students to distinguish themselves in competitions at local, regional, state, and national levels. In support of the Montgomery County Public Schools Strategic Plan *Our Call to Action: Pursuit of Excellence* extracurricular activities are focused on ensuring success for every student.

Major functions and activities of this program include the following:

- interscholastic sports;
- science fairs and symposia;
- debate and forensics;
- mock trial competitions;
- school newspapers, yearbooks, literary magazines;
- art and music activities; and
- middle school intramurals.

These activities offer many students not only excellent opportunities to expand and improve personal and academic interests but also opportunities for higher education scholarships and career development.

Number of Students Served: 70,000

Program Funding

For FY 2010 it is projected that this program will be funded entirely by local funds.

Explanation of Significant Budget Changes

The total amount budgeted for this program for FY 2010 is \$13,057,646. There is a reduction in the Extracurricular Activities program budget of \$182,156 for professional part-time salaries.

Crosswalk to Other Budget Documents and to the MCPS Strategic Plan

More detailed information about this program and its budget can be found in the Superintendent's Recommended FY 2010 Operating Budget and Personnel complement as follows:

Extracurricular Activities

(continued)

Elementary Schools: Page 1-3
Middle Schools: Page 1-10
High Schools: Page 1-18

Information on the MCPS Strategic Plan strategies and initiatives of this program can be found beginning on Page 9 of the 2008-2013 *Our Call to Action: Pursuit of Excellence* document.

EXTRACURRICULAR ACTIVITIES

Description	FY 2009 Current	FY 2010 Request	FY 2010 Approved	FY 2010 Change
01 Salaries & Wages				
Total Positions (FTE)	15.000	15.000	15.000	
Position Salaries	\$1,665,013	\$1,464,675	\$1,464,675	\$(200,338)
Other Salaries				
Supplemental Summer Employment	247,610	247,610	247,610	
Professional Substitutes				
Stipends	8,664,824	8,212,668	8,212,668	(452,156)
Professional Part Time				
Supporting Services Part Time	22,066	2,272	2,272	(19,794)
Other	5,011	5,011	5,011	
Subtotal Other Salaries	8,939,511	8,467,561	8,467,561	(471,950)
Total Salaries & Wages	10,604,524	9,932,236	9,932,236	(672,288)
02 Contractual Services				
Consultants				
Other Contractual	54,759	54,492	54,492	(267)
Total Contractual Services	54,759	54,492	54,492	(267)
03 Supplies & Materials				
Textbooks				
Media				
Instructional Supplies & Materials	1,442	1,000	1,000	(442)
Office				
Other Supplies & Materials	8,240	8,240	8,240	
Total Supplies & Materials	9,682	9,240	9,240	(442)
04 Other				
Local Travel				
Staff Development				
Insurance & Employee Benefits				
Utilities				
Miscellaneous	2,758,282	3,061,678	3,061,678	303,396
Total Other	2,758,282	3,061,678	3,061,678	303,396
05 Equipment				
Leased Equipment				
Other Equipment				
Total Equipment				
Grand Total	\$13,427,247	\$13,057,646	\$13,057,646	\$(369,601)

EXTRACURRICULAR ACTIVITIES

CAT	DESCRIPTION	10 Mon	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 APPROVED	FY 2010 CHANGE
3	AD Teacher, Athletic Director	X	15.000	15.000	15.000	
	Total Positions		15.000	15.000	15.000	

Extracurricular Activities

Program Description and Alignment to Strategic Plan

This budget includes the funding for extracurricular activities that provide students with opportunities to initiate, expand, hone, extend, and enrich concepts, skills, and processes learned in the classroom. They also provide students opportunities to explore and pursue areas of interest sometimes resulting in career decisions. Extracurricular activities provide a means for many students to distinguish themselves in competitions at local, regional, state, and national levels. In support of the Montgomery County Public Schools Strategic Plan *Our Call to Action: Pursuit of Excellence* extracurricular activities are focused on ensuring success for every student.

Major functions and activities of this program include the following:

- interscholastic sports;
- math league;
- science fairs and symposia;
- debate and forensics;
- mock trial competitions;
- school newspapers, yearbooks, literary magazines;
- art and music competitions; and
- intramural J.V. Lacrosse.

These activities offer many students not only excellent opportunities to expand and improve personal and academic interests but also opportunities for higher education scholarships and career development.

Number of Students Served: 70,000

Explanation of Significant Changes

The total amount budgeted for this program for FY 2009 is \$13,333,653.

Reductions

As a result of final budget action, there is a reduction of \$456,016 for extracurricular activities at all school levels for this program.

Crosswalk to Other Budget Documents and to the MCPS Strategic Plan

More detailed information about this program and its budget can be found in the Superintendent's Recommended FY 2009 Operating Budget and Personnel Complement as follows:

Elementary Schools: Page 1-3

Middle Schools: Page 1-11

High Schools: Page 1-22

EXTRACURRICULAR ACTIVITIES

Description	FY 2008 Current	FY 2009 Request	FY 2009 Approved	FY 2009 Change
01 Salaries & Wages				
Total Positions (FTE)	15,000	15,000	15,000	
Position Salaries	\$1,652,333	\$1,665,013	\$1,665,013	\$12,680
Other Salaries				
Supplemental Summer Employment	252,610	334,610	247,610	(5,000)
Professional Substitutes				
Stipends	9,253,774	8,942,758	8,542,758	(711,016)
Professional Part Time				
Supporting Services Part Time	39,110	41,066	41,066	1,956
Other	4,772	5,011	5,011	239
Subtotal Other Salaries	9,550,266	9,323,445	8,836,445	(713,821)
Total Salaries & Wages	11,202,599	10,988,458	10,501,458	(701,141)
02 Contractual Services				
Consultants				
Other Contractual	51,759	54,759	54,759	3,000
Total Contractual Services	51,759	54,759	54,759	3,000
03 Supplies & Materials				
Textbooks				
Media				
Instructional Supplies & Materials	1,442	1,442	1,442	
Office				
Other Supplies & Materials	8,240	8,240	8,240	
Total Supplies & Materials	9,682	9,682	9,682	
04 Other				
Local Travel				
Staff Development				
Insurance & Employee Benefits				
Utilities				
Miscellaneous	2,627,754	2,767,754	2,767,754	140,000
Total Other	2,627,754	2,767,754	2,767,754	140,000
05 Equipment				
Leased Equipment				
Other Equipment				
Total Equipment				
Grand Total	\$13,891,794	\$13,820,653	\$13,333,653	\$(558,141)

EXTRACURRICULAR ACTIVITIES

CAT	DESCRIPTION	10 Mon	FY 2008 CURRENT	FY 2009 REQUEST	FY 2009 APPROVED	FY 2009 CHANGE
3	AD Teacher, Athletic Director	X	15.000	15.000	15.000	
	Total Positions		15.000	15.000	15.000	

Table 2

2010–2011 Ineligibility Rates for Students Who Were Ineligible for Three or Four Marking Periods by High School and Racial/Ethnic Group

Color coding is based on the targets set in the MCPS Strategic Plan: Green = Target met ($\leq 19.4\%$); Red = Target not met ($>19.4\%$)

High School	All			AS			BL			HI			WH			MU		
	N Stud.	# 3 or 4 MPs Inelg	% 3 or 4 MPs Inelg	N Stud.	# 3 or 4 MPs Inelg	% 3 or 4 MPs Inelg	N Stud.	# 3 or 4 MPs Inelg	% 3 or 4 MPs Inelg	N Stud.	# 3 or 4 MPs Inelg	% 3 or 4 MPs Inelg	N Stud.	# 3 or 4 MPs Inelg	% 3 or 4 MPs Inelg	N Stud.	# 3 or 4 MPs Inelg	% 3 or 4 MPs Inelg
All	41505	5562	13.4	6105	281	4.6	8913	1907	21.4	9262	2454	26.5	15631	782	5.0	1498	138	9.2
B-CC	1712	147	8.6	108	6	5.6	276	49	17.8	261	44	16.9	1009	42	4.2	54	5	9.3
Blair	2610	407	15.6	442	23	5.2	677	137	20.2	724	221	30.5	657	16	2.4	102	6	5.9
Blake	1767	336	19.0	159	10	6.3	744	186	25.0	316	94	29.7	489	34	7.0	55	10	18.2
Churchill	2045	41	2.0	442	5	1.1	148	9	6.1	149	9	6.0	1229	18	1.5	76	0	0.0
Clarksburg	1648	254	15.4	266	16	6.0	466	100	21.5	347	86	24.8	518	44	8.5	48	6	12.5
Damascus	1260	74	5.9	61	2	3.3	91	12	13.2	154	17	11.0	899	41	4.6	54	2	3.7
Einstein	1395	352	25.2	113	11	9.7	303	72	23.8	635	234	36.9	290	21	7.2	51	13	25.5
Gaithersburg	1750	368	21.0	175	10	5.7	472	114	24.2	608	199	32.7	441	36	8.2	47	7	14.9
Kennedy	1515	492	32.5	147	22	15.0	599	186	31.1	617	249	40.4	105	21	20.0	43	12	27.9
Magruder	1694	280	16.5	278	15	5.4	309	76	24.6	457	144	31.5	591	42	7.1	56	2	3.6
Montgomery, R	1898	190	10.0	490	15	3.1	280	40	14.3	350	76	21.7	691	51	7.4	83	7	8.4
Northwest	1982	196	9.9	344	7	2.0	520	89	17.1	387	61	15.8	644	31	4.8	82	9	11.0
Northwood	1295	308	23.8	76	13	17.1	386	107	27.7	504	153	30.4	291	30	10.3	33	4	12.1
Paint Branch	1703	308	18.1	312	27	8.7	842	178	21.1	238	73	30.7	244	24	9.8	61	5	8.2
Poolesville	1145	37	3.2	268	1	0.4	56	6	10.7	85	8	9.4	682	21	3.1	52	1	1.9
Quince Orchard	1674	127	7.6	217	10	4.6	255	35	13.7	329	55	16.7	814	25	3.1	55	2	3.6
Rockville	1128	146	12.9	129	9	7.0	175	35	20.0	344	73	21.2	432	22	5.1	44	6	13.6
Seneca Valley	1159	258	22.3	120	7	5.8	347	108	31.1	310	92	29.7	322	40	12.4	57	11	19.3
Sherwood High	1951	113	5.8	191	6	3.1	286	32	11.2	230	24	10.4	1174	50	4.3	64	1	1.6
Springbrook	1570	308	19.6	243	16	6.6	634	113	17.8	489	165	33.7	166	9	5.4	37	4	10.8
Walter Johnson	2038	116	5.7	279	5	1.8	143	23	16.1	368	40	10.9	1147	42	3.7	96	6	6.3
Watkins Mill	1376	326	23.7	148	22	14.9	490	126	25.7	457	135	29.5	218	30	13.8	61	12	19.7
Wheaton	1020	255	25.0	106	9	8.5	235	51	21.7	583	176	30.2	85	16	18.8	10	3	30.0
Whitman	1847	70	3.8	215	3	1.4	66	9	13.6	155	11	7.1	1337	45	3.4	71	1	1.4
Wootton	2323	72	3.1	776	13	1.7	113	11	9.7	165	14	8.5	1156	29	2.5	106	3	2.8
Number of schools meeting target:			17			25			12			10			24			21

Note. Ineligibility rates are reported for students (stud.) who were enrolled in the same high school from August to June and received marks for all 4 marking periods (MPs). Results do not include students who took Alt-MSA during 2010-2011 school year or were enrolled in ESOL level 1 or 2 at the end of the school year. The sums of the percentages may be 100 ± 0.1 because of rounding. AS = Asian; BL = Black or African American; HI = Hispanic/Latino; WH = White; MU = Two or More Races.

Table 7

2010–2011 Ineligibility Rates for Students Who Were Ineligible for Three or Four Marking Periods by High School and Demographic Group

Color coding is based on the targets set in the MCPS Strategic Plan: Green = Target met ($\leq 19.4\%$); Red = Target not met ($>19.4\%$)

High School	All			FARMS			Special ED			ESOL Levels 3 or Higher		
	N Stud.	# 3 or 4 MPs Inelg	% 3 or 4 MPs Inelg	N Stud.	# 3 or 4 MPs Inelg	% 3 or 4 MPs Inelg	N Stud.	# 3 or 4 MPs Inelg	% 3 or 4 MPs Inelg	N Stud.	# 3 or 4 MPs Inelg	% 3 or 4 MPs Inelg
All	41505	5562	13.4	10036	2770	27.6	4281	1075	25.1	1453	323	22.2
B-CC	1712	147	8.6	173	47	27.2	153	35	22.9	45	11	24.4
Blair	2610	407	15.6	907	242	26.7	166	49	29.5	175	32	18.3
Blake	1767	336	19.0	491	159	32.4	156	56	35.9	17	8	47.1
Churchill	2045	41	2.0	83	12	14.5	230	17	7.4	0		
Clarksburg	1648	254	15.4	431	118	27.4	182	65	35.7	40	7	17.5
Damascus	1260	74	5.9	143	24	16.8	150	31	20.7	0		
Einstein	1395	352	25.2	545	180	33.0	163	58	35.6	82	26	31.7
Gaithersburg	1750	368	21.0	630	205	32.5	241	92	38.2	92	38	41.3
Kennedy	1515	492	32.5	726	270	37.2	206	81	39.3	90	30	33.3
Magruder	1694	280	16.5	487	153	31.4	161	51	31.7	48	20	41.7
Montgomery, R	1898	190	10.0	337	67	19.9	139	52	37.4	87	8	9.2
Northwest	1982	196	9.9	452	81	17.9	225	38	16.9	0		
Northwood	1295	308	23.8	525	174	33.1	205	67	32.7	59	15	25.4
Paint Branch	1703	308	18.1	500	144	28.8	128	50	39.1	12	2	16.7
Poolesville	1145	37	3.2	61	10	16.4	73	2	2.7	0		
Quince Orchard	1674	127	7.6	330	48	14.5	189	25	13.2	40	7	17.5
Rockville	1128	146	12.9	336	82	24.4	130	31	23.8	45	5	11.1
Seneca Valley	1159	258	22.3	395	127	32.2	127	42	33.1	67	15	22.4
Sherwood High	1951	113	5.8	232	29	12.5	161	10	6.2	103	14	13.6
Springbrook	1570	308	19.6	676	188	27.8	158	57	36.1	68	32	47.1
Walter Johnson	2038	116	5.7	151	26	17.2	271	19	7.0	80	3	3.8
Watkins Mill	1376	326	23.7	637	189	29.7	191	58	30.4	72	13	18.1
Wheaton	1020	255	25.0	647	171	26.4	112	48	42.9	122	25	20.5
Whitman	1847	70	3.8	36	7	19.4	190	18	9.5	77	6	7.8
Wootton	2323	72	3.1	105	12	11.4	174	22	12.6	32	5	15.6
Number of schools meeting target:			17			9			8			15

Note. Ineligibility rates are reported for students (stud.) who were enrolled in the same high school from August to June and received marks for all 4 marking periods (MPs). Results do not include students who took Alt-MSA during 2010-2011 school year or were enrolled in ESOL level 1 or 2 at the end of the school year. The sums of the percentages may be 100 ± 0.1 because of rounding.



Table 1

2010–2011 Ineligibility Rates in Percentages by Middle School and Racial/Ethnic Group

Color coding is based on the targets set in the MCPS Strategic Plan: Green = Target met ($\leq 10.8\%$); Red = Target not met ($>10.8\%$)

Middle School	All			AS			BL			HI			WH			MU		
	N Stud.	# 3 or 4 MPs Inelig	% 3 or 4 MPs Inelig	N Stud.	# 3 or 4 MPs Inelig	% 3 or 4 MPs Inelig	N Stud.	# 3 or 4 MPs Inelig	% 3 or 4 MPs Inelig	N Stud.	# 3 or 4 MPs Inelig	% 3 or 4 MPs Inelig	N Stud.	# 3 or 4 MPs Inelig	% 3 or 4 MPs Inelig	N Stud.	# 3 or 4 MPs Inelig	% 3 or 4 MPs Inelig
All	28339	1474	5.2	4102	37	0.9	6104	580	9.5	6435	644	10.0	10380	156	1.5	1267	47	3.7
Argyle	672	102	15.2	76	4	5.3	265	42	15.8	260	48	18.5	52	3	5.8	17	5	29.4
Baker	741	14	1.9	34	0	0.0	69	3	4.3	100	3	3.0	507	6	1.2	30	2	6.7
Banneker	726	64	8.8	108	2	1.9	441	52	11.8	84	5	6.0	87	5	7.5	25	0	0.0
Briggs Chaney	833	38	4.6	122	3	2.5	388	23	5.9	161	11	6.8	120	1	0.8	38	0	0.0
Cabin John	856	14	1.6	216	0	0.0	71	8	11.3	60	2	3.3	478	3	0.6	29	1	3.4
Clemente	1061	107	10.1	254	2	0.8	269	52	19.3	258	40	15.5	229	10	4.4	47	3	6.4
Eastern	745	98	13.2	95	5	5.3	187	34	18.2	231	53	22.9	195	4	2.1	36	1	2.8
Farquhar	619	18	2.9	82	0	0.0	136	8	5.9	72	7	9.7	305	3	1.0	23	0	0.0
Forest Oak	750	115	15.3	88	3	3.4	169	35	20.7	289	59	20.4	167	12	7.2	36	5	13.9
Frost	1098	14	1.3	384	0	0.0	53	5	9.4	72	5	6.9	548	3	0.5	41	1	2.4
Gaithersburg	594	19	3.2	49	0	0.0	140	7	5.0	178	12	6.7	188	0	0.0	38	0	0.0
Hoover	1006	9	0.9	242	2	0.8	55	2	3.6	85	2	2.4	573	2	0.3	49	1	2.0
Key	782	45	5.8	59	0	0.0	366	18	4.9	276	27	9.8	61	0	0.0	18	0	0.0
King	548	44	8.0	51	1	2.0	161	21	13.0	140	10	7.1	157	9	5.7	39	3	7.7
Kingsview	863	25	2.9	214	0	0.0	189	13	6.9	106	4	3.8	297	6	2.0	57	2	3.5
Lakelands Park	825	10	1.2	109	0	0.0	110	3	2.7	133	4	3.0	437	3	0.7	33	0	0.0
Lee	505	46	9.1	51	0	0.0	156	12	7.7	234	32	13.7	51	2	3.9	11	0	0.0
Loiederman	692	44	6.4	48	1	2.1	185	19	10.3	328	22	6.7	109	1	0.9	22	1	4.5
Mont Village	518	17	3.3	41	0	0.0	184	7	3.8	192	7	3.6	71	1	1.4	27	2	7.4
N Bethesda	750	17	2.3	60	1	1.7	59	5	8.5	91	3	3.3	475	7	1.5	62	1	1.6
Neelsville	768	134	17.4	84	3	3.6	279	53	19.0	269	61	22.7	100	12	12.0	34	5	14.7
Newport	548	73	13.3	76	4	5.3	92	11	12.0	267	51	19.1	101	6	5.9	11	1	9.1
Parkland	778	59	7.6	128	1	0.8	187	16	8.6	344	39	11.3	100	2	2.0	19	1	5.3
Parks	894	12	1.3	78	0	0.0	116	3	2.6	83	3	3.6	573	6	1.0	42	0	0.0
Poole	342	9	2.6	8	0	0.0	19	0	0.0	31	0	0.0	263	7	2.7	21	2	9.5
Pyle	1237	2	0.2	106	0	0.0	27	1	3.7	88	0	0.0	940	1	0.1	76	0	0.0
Redland	520	22	4.2	73	1	1.4	107	8	7.5	141	9	6.4	175	2	1.1	21	2	9.5
Ridgeview	643	32	5.0	91	1	1.1	89	15	16.9	120	11	9.2	308	3	1.0	35	2	5.7
Rocky Hill	999	31	3.1	231	1	0.4	207	14	6.8	158	7	4.5	360	7	1.9	43	2	4.7
Shady Grove	542	22	4.1	92	0	0.0	114	15	13.2	162	5	3.1	148	2	1.4	24	0	0.0
Silver Spr Int	715	32	4.5	46	1	2.2	212	11	5.2	239	17	7.1	199	1	0.5	19	2	10.5
Sligo	418	40	9.6	39	0	0.0	107	15	14.0	157	24	15.3	108	1	0.9	6	0	0.0
Takoma Park	779	23	3.0	160	0	0.0	203	8	3.9	106	14	13.2	256	1	0.4	53	0	0.0
Tilden	653	15	2.3	101	0	0.0	63	8	12.7	89	4	4.5	376	3	0.8	24	0	0.0
West	952	42	4.4	187	1	0.5	170	9	5.3	231	21	9.1	314	9	2.9	49	2	4.1
Westland	999	20	2.0	59	0	0.0	121	7	5.8	152	8	5.3	608	4	0.7	58	0	0.0
White Oak	570	7	1.2	74	0	0.0	203	2	1.0	203	4	2.0	70	1	1.4	19	0	0.0
Wood	798	25	3.1	86	1	1.2	135	12	8.9	247	9	3.6	294	3	1.0	35	0	0.0
Number of schools meeting target:			33			38			25			28			37			35

Note. Ineligibility rates are reported for students (stud.) who were enrolled in the same high school from August to June and received marks for all 4 marking periods (MPs). Results do not include students who took Alt-MSA during 2010-2011 school year or were enrolled in ESOL level 1 or 2 at the end of the school year. The sums of the percentages may be 100 ± 0.1 because of rounding. AS = Asian; BL = Black or African American; HI = Hispanic/Latino; WH = White; MU = Two or More Races.

Table 5

2010–2011 Ineligibility Rates by Middle School and Demographic Group

Color coding is based on the targets set in the MCPS Strategic Plan: Green = Target met ($\leq 10.8\%$); Red = Target not met ($>10.8\%$)

Middle School	All			FARMS			Special ED			ESOL Levels 3 or Higher		
	N Stud.	# 3 or 4 MPs Inelg	% 3 or 4 MPs Inelg	N Stud.	# 3 or 4 MPs Inelg	% 3 or 4 MPs Inelg	N Stud.	# 3 or 4 MPs Inelg	% 3 or 4 MPs Inelg	N Stud.	# 3 or 4 MPs Inelg	% 3 or 4 MPs Inelg
All	28339	1474	5.2	8317	998	12.0	3096	418	13.5	699	71	10.2
Argyle	672	102	15.2	404	77	19.1	77	30	39.0	18	2	11.1
Baker	741	14	1.9	116	10	8.6	70	4	5.7	0	0	0.0
Banneker	726	64	8.8	289	38	13.1	58	16	27.6	11	0	0.0
Briggs Chaney	833	38	4.6	346	24	6.9	80	8	10.0	11	1	9.1
Cabin John	856	14	1.6	46	6	13.0	97	7	7.2	11	0	0.0
Clemente	1061	107	10.1	322	66	20.5	125	32	25.6	14	0	0.0
Eastern	745	98	13.2	328	81	24.7	67	31	46.3	23	8	34.8
Farquhar	619	18	2.9	76	7	9.2	67	6	9.0	4	1	25.0
Forest Oak	750	115	15.3	374	83	22.2	94	30	31.9	46	13	28.3
Frost	1098	14	1.3	58	8	13.8	87	8	9.2	11	0	0.0
Gaithersburg	594	19	3.2	219	15	6.8	93	3	3.2	19	1	5.3
Hoover	1006	9	0.9	40	3	7.5	98	4	4.1	14	1	7.1
Key	782	45	5.8	448	32	7.1	104	20	19.2	31	2	6.5
King	548	44	8.0	206	25	12.1	69	10	14.5	11	0	0.0
Kingsview	863	25	2.9	180	14	7.8	78	7	9.0	7	1	14.3
Lakelands Park	825	10	1.2	155	6	3.9	106	6	5.7	13	0	0.0
Lee	505	46	9.1	314	39	12.4	86	15	17.4	40	2	5.0
Loiederman	692	44	6.4	395	31	7.8	96	24	25.0	35	4	11.4
Mont Village	518	17	3.3	285	14	4.9	63	3	4.8	24	0	0.0
N Bethesda	750	17	2.3	47	6	12.8	79	6	7.6	11	2	18.2
Neelsville	768	134	17.4	424	93	21.9	86	26	30.2	43	13	30.2
Newport	548	73	13.3	297	55	18.5	89	28	31.5	21	6	28.6
Parkland	778	59	7.6	396	43	10.9	90	7	7.8	30	5	16.7
Parks	894	12	1.3	78	5	6.4	91	6	6.6	0	0	0.0
Poole	342	9	2.6	52	5	9.6	36	0	0.0	0	0	0.0
Pyle	1237	2	0.2	11	0	0.0	108	1	0.9	18	0	0.0
Redland	520	22	4.2	193	16	8.3	61	2	3.3	17	2	11.8
Ridgeview	643	32	5.0	139	21	15.1	47	7	14.9	12	0	0.0
Rocky Hill	999	31	3.1	202	19	9.4	85	9	10.6	9	0	0.0
Shady Grove	542	22	4.1	193	17	8.8	62	12	19.4	14	0	0.0
Silver Spr Int	715	32	4.5	310	25	8.1	73	9	12.3	27	2	7.4
Sligo	418	40	9.6	197	32	16.2	61	10	16.4	13	1	7.7
Takoma Park	779	23	3.0	155	15	9.7	54	1	1.9	20	0	0.0
Tilden	653	15	2.3	79	12	15.2	83	6	7.2	21	0	0.0
West	952	42	4.4	256	25	9.8	107	11	10.3	31	1	3.2
Westland	999	20	2.0	102	9	8.8	103	4	3.9	26	1	3.8
White Oak	570	7	1.2	320	6	1.9	64	3	4.7	27	1	3.7
Wood	798	25	3.1	265	18	6.8	102	6	5.9	16	1	6.3
Number of schools meeting target:			33				22				23	27

Note. Ineligibility rates are reported for students who were enrolled in the same middle school from August to June and received marks for all 4 marking periods (MPs). Results do not include students who took Alt-MSA during 2010-2011 school year or were enrolled in ESOL level 1 or 2 at the end of the school year. The sums of the percentages may be 100 ± 0.1 because of rounding.

55

2009–2010 Ineligibility Rates by Middle School and Racial/Ethnic Group

Color Coding is based on targets set in the MCPS Strategic Plan: Green = Target met ($\leq 12.7\%$); Red = Target not met ($>12.7\%$)

Middle Schools	All			African American			Hispanic			Asian American			White		
	Enroll- ment*	Inelg. 3 or 4 MPs		Enroll- ment*	Inelg. 3 or 4 MPs		Enroll- ment*	Inelg. 3 or 4 MPs		Enroll- ment*	Inelg. 3 or 4 MPs		Enroll- ment*	Inelg. 3 or 4 MPs	
		#	%		#	%		#	%		#	%		#	%
County	28642	1518	5.3	6641	671	10.1	5970	621	10.4	4573	41	0.9	11374	182	1.6
Argyle	683	108	15.8	282	51	18.1	240	49	20.4	83	2	2.4	76	6	7.9
Baker	619	6	1.0	67	3	4.5	65	1	1.5	29	0	0.0	451	2	0.4
Banneker	739	87	11.8	464	79	17.0	72	4	5.6	113	2	1.8	90	2	2.2
Briggs Chaney	846	68	8.0	425	47	11.1	125	14	11.2	139	1	0.7	155	6	3.9
Cabin John	892	12	1.3	82	1	1.2	50	3	6.0	246	3	1.2	512	4	0.8
Clemente	1072	88	8.2	315	45	14.3	236	36	15.3	240	1	0.4	278	6	2.2
Eastern	725	92	12.7	200	34	17.0	208	50	24.0	117	4	3.4	197	3	1.5
Farquhar	602	31	5.1	127	12	9.4	61	9	14.8	82	2	2.4	331	8	2.4
Forest Oak	762	132	17.3	195	43	22.1	279	74	26.5	97	1	1.0	189	14	7.4
Frost	1145	25	2.2	63	8	12.7	61	4	6.6	400	0	0.0	621	13	2.1
Gaithersburg	612	33	5.4	171	16	9.4	156	15	9.6	71	1	1.4	210	1	0.5
Hoover	979	5	0.5	57	0	0.0	58	0	0.0	256	1	0.4	606	4	0.7
Key	743	89	12.0	346	41	11.8	248	39	15.7	76	4	5.3	70	5	7.1
King	535	33	6.2	168	17	10.1	125	9	7.2	72	3	4.2	166	4	2.4
Kingsview	874	8	0.9	220	5	2.3	93	1	1.1	254	0	0.0	302	1	0.3
Lakelands Park	808	8	1.0	116	3	2.6	119	0	0.0	126	1	0.8	446	4	0.9
Lee	436	35	8.0	158	13	8.2	177	20	11.3	45	0	0.0	53	2	3.8
Loiederman	789	64	8.1	223	25	11.2	353	35	9.9	65	1	1.5	147	3	2.0
Mont Village	566	12	2.1	224	7	3.1	203	5	2.5	42	0	0.0	90	0	0.0
N Bethesda	744	12	1.6	59	4	6.8	75	4	5.3	103	1	1.0	504	3	0.6
Neelsville	800	120	15.0	308	54	17.5	254	47	18.5	98	3	3.1	138	16	11.6
Newport	583	58	9.9	111	11	9.9	294	43	14.6	73	1	1.4	104	3	2.9
Parkland	810	31	3.8	208	12	5.8	332	16	4.8	125	0	0.0	142	2	1.4
Parks	879	8	0.9	111	1	0.9	65	2	3.1	65	0	0.0	637	5	0.8
Poole	351	3	0.9	28	1	3.6	23	0	0.0	4	0	0.0	294	2	0.7
Pyle	1293	8	0.6	47	1	2.1	79	1	1.3	152	0	0.0	1014	6	0.6
Redland	563	19	3.4	120	7	5.8	138	6	4.3	97	1	1.0	203	5	2.5
Ridgeview	659	31	4.7	105	14	13.3	96	10	10.4	117	0	0.0	341	7	2.1
Rocky Hill	1114	33	3.0	227	16	7.0	148	4	2.7	244	1	0.4	493	12	2.4
Shady Grove	569	27	4.7	129	12	9.3	163	12	7.4	97	1	1.0	180	2	1.1
Sligo	492	58	11.8	133	18	13.5	187	39	20.9	42	1	2.4	128	0	0.0
Slvr Spr Int	699	44	6.3	204	12	5.9	249	27	10.8	57	1	1.8	188	4	2.1
Takoma Park	794	15	1.9	229	13	5.7	102	2	2.0	181	0	0.0	280	0	0.0
Tilden	669	25	3.7	60	11	18.3	91	6	6.6	131	2	1.5	387	6	1.6
West	886	22	2.5	174	8	4.6	189	9	4.8	184	0	0.0	336	5	1.5
Westland	950	26	2.7	137	10	7.3	130	8	6.2	72	0	0.0	610	8	1.3
White Oak	565	7	1.2	197	4	2.0	197	3	1.5	84	0	0.0	86	0	0.0
Wood	795	23	2.9	151	9	6.0	229	11	4.8	94	0	0.0	319	3	0.9
District target for # of schools:		8				8			8			8			8
# of schools meeting target:		35				29			29			38			38

* Ineligibility rates are reported for students (stud.) who were enrolled in the same high school from August to June and received marks for all 4 marking periods (MPs). Results do not include students who took Alt-MSA during any of the school years (2004-2005 to 2009-2010) or were enrolled in ESOL level 1 or 2 at the end of the school year. The sums of the percentages may be 100 ± 0.1 because of rounding. The number of students ineligible 3 or 4 marking periods is calculated by multiplying the enrollment by the % of students ineligible for 3 or 4 marking periods; the product is rounded to the nearest whole number.

2009-2010 Ineligibility Rates by Middle School and Special Services Group

Color Coding is based on targets set in the MCPS Strategic Plan: Green = Target met ($\leq 12.7\%$); Red = Target not met ($>12.7\%$)

Middle Schools	All			FARMS			Special Education			ESOL Levels 3 or Higher		
	Enroll- ment*	Inelg. 3 or 4 MPs		Enroll- ment*	Inelg. 3 or 4 MPs		Enroll- ment*	Inelg. 3 or 4 MPs		Enroll- ment*	Inelg. 3 or 4 MPs	
		#	%		#	%		#	%		#	%
County	28642	1518	5.3	8128	983	12.1	3206	398	12.4	655	62	9.5
Argyle	683	108	15.8	365	74	20.3	82	17	20.7	20	3	15.0
Baker	619	6	1.0	97	3	3.1	66	1	1.5	0	--	--
Banneker	739	87	11.8	300	55	18.3	65	13	20.0	7	1	14.3
Briggs Chaney	846	68	8.0	337	42	12.5	93	15	16.1	16	1	6.3
Cabin John	892	12	1.3	48	3	6.3	84	6	7.1	15	2	13.3
Clemente	1072	88	8.2	338	60	17.8	132	31	23.5	20	2	10.0
Eastern	725	92	12.7	298	74	24.8	70	32	45.7	26	8	30.8
Farquhar	602	31	5.1	74	12	16.2	68	12	17.6	5	1	20.0
Forest Oak	762	132	17.3	355	96	27.0	108	51	47.2	25	12	48.0
Frost	1145	25	2.2	59	10	16.9	98	10	10.2	10	0	0.0
Gaithersburg	612	33	5.4	207	27	13.0	87	7	8.0	8	2	25.0
Hoover	979	5	0.5	36	0	0.0	94	3	3.2	6	0	0.0
Key	743	89	12.0	420	63	15.0	81	18	22.2	41	4	9.8
King	535	33	6.2	209	19	9.1	66	12	18.2	15	1	6.7
Kingsview	874	8	0.9	157	7	4.5	84	1	1.2	12	0	0.0
Lakelands Park	808	8	1.0	136	3	2.2	98	1	1.0	17	0	0.0
Lee	436	35	8.0	260	26	10.0	70	6	8.6	23	3	13.0
Loiederman	789	64	8.1	427	46	10.8	93	13	14.0	28	3	10.7
Mont Village	566	12	2.1	295	10	3.4	72	1	1.4	14	1	7.1
N Bethesda	744	12	1.6	46	3	6.5	82	6	7.3	6	0	0.0
Neelsville	800	120	15.0	412	71	17.2	77	25	32.5	42	4	9.5
Newport	583	58	9.9	307	42	13.7	87	15	17.2	16	2	12.5
Parkland	810	31	3.8	388	25	6.4	91	1	1.1	21	1	4.8
Parks	879	8	0.9	72	3	4.2	109	4	3.7	1	0	0.0
Poole	351	3	0.9	41	1	2.4	29	0	0.0	2	0	0.0
Pyle	1293	8	0.6	21	2	9.5	129	5	3.9	33	0	0.0
Redland	563	19	3.4	191	10	5.2	63	6	9.5	21	2	9.5
Ridgeview	659	31	4.7	136	22	16.2	56	10	17.9	8	0	0.0
Rocky Hill	1114	33	3.0	210	8	3.8	109	10	9.2	10	0	0.0
Shady Grove	569	27	4.7	187	19	10.2	67	7	10.4	9	0	0.0
Sligo	492	58	11.8	250	47	18.8	74	21	28.4	15	4	26.7
Slvr Spr Int	699	44	6.3	306	31	10.1	86	7	8.1	25	0	0.0
Takoma Park	794	15	1.9	177	10	5.6	61	1	1.6	23	2	8.7
Tilden	669	25	3.7	70	11	15.7	100	10	10.0	38	1	2.6
West	886	22	2.5	241	14	5.8	94	4	4.3	24	0	0.0
Westland	950	26	2.7	109	13	11.9	107	3	2.8	16	1	6.3
White Oak	565	7	1.2	300	5	1.7	58	2	3.4	26	0	0.0
Wood	795	23	2.9	246	16	6.5	116	9	7.8	11	1	9.1
District target for # of schools:			8			8			8			8
# of schools meeting target:			25			24			24			30

* Ineligibility rates are reported for students (stud.) who were enrolled in the same high school from August to June and received marks for all 4 marking periods (MPs). Results do not include students who took Alt-MSA during any of the school years (2004-2005 to 2009-2010) or were enrolled in ESOL level 1 or 2 at the end of the school year. The sums of the percentages may be 100 ± 0.1 because of rounding. The number of students ineligible 3 or 4 marking periods is calculated by multiplying the enrollment by the % of students ineligible for 3 or 4 marking periods; the product is rounded to the nearest whole number.

2009-2010 Ineligibility Rates by High School and Racial/Ethnic Group

Color Coding is based on targets set in the MCPS Strategic Plan: Green = Target met ($\leq 22\%$); Red = Target not met ($>22\%$)

High Schools	All			African American			Hispanic			Asian American			White		
	Enroll- ment*	Inelg. 3 or 4 MPs		Enroll- ment*	Inelg. 3 or 4 MPs		Enroll- ment*	Inelg. 3 or 4 MPs		Enroll- ment*	Inelg. 3 or 4 MPs		Enroll- ment*	Inelg. 3 or 4 MPs	
		#	%		#	%		#	%		#	%		#	%
County	41673	5209	12.5	9572	2010	21.0	8355	2089	25.0	6537	288	4.4	17104	821	4.8
B-CC	1752	168	9.6	279	70	25.1	244	59	24.2	125	4	3.2	1097	36	3.3
Blair	2606	388	14.9	742	150	20.2	670	191	28.5	484	20	4.1	705	25	3.5
Blake	1697	290	17.1	722	169	23.4	277	69	24.9	172	15	8.7	520	36	6.9
Churchill	2032	57	2.8	140	15	10.7	114	6	5.3	485	7	1.4	1290	28	2.2
Clarksburg	1611	224	13.9	508	97	19.1	308	68	22.0	250	17	6.8	541	40	7.4
Damascus	1337	82	6.1	112	12	10.7	143	24	16.8	69	1	1.4	1009	44	4.4
Einstein	1377	260	18.9	319	70	22.0	581	155	26.7	147	11	7.5	327	21	6.4
Gaithersburg	1799	383	21.3	499	108	21.6	593	216	36.4	210	13	6.2	494	45	9.1
Kennedy	1453	355	24.4	626	161	25.7	526	168	31.9	171	11	6.4	128	14	10.9
Magruder	1781	290	16.3	364	92	25.3	427	137	32.1	277	9	3.2	707	52	7.4
Northwest	1955	182	9.3	581	87	15.0	335	43	12.8	344	11	3.2	689	40	5.8
Northwood	1269	303	23.9	403	114	28.3	459	136	29.6	79	15	19.0	324	38	11.7
Paint Branch	1736	339	19.5	859	208	24.2	215	66	30.7	341	31	9.1	313	32	10.2
Poolesville	1124	31	2.8	62	3	4.8	65	4	6.2	240	2	0.8	751	22	2.9
Quince Orchard	1663	125	7.5	282	43	15.2	308	52	16.9	236	5	2.1	834	24	2.9
R. Montgomery	1931	174	9.0	311	59	19.0	319	59	18.5	512	13	2.5	783	41	5.2
Rockville	1101	140	12.7	190	41	21.6	297	50	16.8	140	7	5.0	470	40	8.5
Seneca Valley	1212	198	16.3	404	102	25.2	275	58	21.1	137	4	2.9	392	34	8.7
Sherwood High	1997	134	6.7	331	45	13.6	197	31	15.7	226	12	5.3	1240	45	3.6
Springbrook	1630	336	20.6	713	140	19.6	438	159	36.3	261	20	7.7	216	17	7.9
Walter Johnson	1974	118	6.0	186	30	16.1	280	38	13.6	299	6	2.0	1200	41	3.4
Watkins Mill	1381	291	21.1	502	116	23.1	428	128	29.9	170	15	8.8	277	31	11.2
Wheaton	1072	229	21.4	238	49	20.6	608	152	25.0	120	16	13.3	106	12	11.3
Whitman	1852	70	3.8	78	10	12.8	134	13	9.7	230	6	2.6	1409	41	2.9
Wootton	2331	63	2.7	121	14	11.6	114	7	6.1	812	16	2.0	1282	26	2.0
District target for # of schools:			5			5			5			5			5
# of schools meeting target:			23			17			13			25			26

* Ineligibility rates are reported for students (stud.) who were enrolled in the same high school from August to June and received marks for all 4 marking periods (MPs). Results do not include students who took Alt-MSA during any of the school years (2004-2005 to 2009-2010) or were enrolled in ESOL level 1 or 2 at the end of the school year. The sums of the percentages may be 100 ± 0.1 because of rounding. The number of students ineligible 3 or 4 marking periods is calculated by multiplying the enrollment by the % of students ineligible for 3 or 4 marking periods; the product is rounded to the nearest whole number.

52

2009-2010 Ineligibility Rates by High School and Special Services

Color Coding is based on targets set in the MCPS Strategic Plan:

Green = Target met ($\leq 22\%$); Red = Target not met ($>22\%$)

High Schools	All Students			FARMS			Special Education			ESOL Levels 3 or higher		
	Enroll- ment*	Inelg. 3 or 4 MPs		Enroll- ment*	Inelg. 3 or 4 MPs		Enroll- ment*	Inelg. 3 or 4 MPs		Enroll- ment*	Inelg. 3 or 4 MPs	
		#	%		#	%		#	%		#	%
County	41673	5209	12.5	9650	2432	25.2	4348	1126	25.9	1786	371	20.8
B-CC	1752	168	9.6	169	53	31.4	151	39	25.8	44	13	29.5
Blair	2606	388	14.9	868	216	24.9	168	67	39.9	216	39	18.1
Blake	1697	290	17.1	442	129	29.2	132	44	33.3	11	3	27.3
Churchill	2032	57	2.8	89	14	15.7	233	24	10.3	0	--	--
Clarksburg	1611	224	13.9	427	106	24.8	178	52	29.2	54	15	27.8
Damascus	1337	82	6.1	152	22	14.5	154	21	13.6	0	--	--
Einstein	1377	260	18.9	564	141	25.0	166	46	27.7	102	20	19.6
Gaithersburg	1799	383	21.3	603	197	32.7	256	100	39.1	141	56	39.7
Kennedy	1453	355	24.4	683	188	27.5	204	83	40.7	104	27	26.0
Magruder	1781	290	16.3	483	160	33.1	176	74	42.0	59	16	27.1
Northwest	1955	182	9.3	412	64	15.5	248	42	16.9	0	--	--
Northwood	1269	303	23.9	462	142	30.7	196	67	34.2	72	19	26.4
Paint Branch	1736	339	19.5	479	144	30.1	123	47	38.2	11	1	9.1
Poolesville	1124	31	2.8	54	8	14.8	69	4	5.8	0	--	--
Quince Orchard	1663	125	7.5	321	63	19.6	207	33	15.9	73	12	16.4
R. Montgomery	1931	174	9.0	353	70	19.8	153	59	38.6	111	12	10.8
Rockville	1101	140	12.7	275	67	24.4	122	27	22.0	60	11	18.3
Seneca Valley	1212	198	16.3	374	82	22.0	129	34	26.4	91	15	16.5
Sherwood High	1997	134	6.7	253	31	12.3	141	17	12.1	115	18	15.7
Springbrook	1630	336	20.6	654	199	30.4	164	71	43.3	78	30	38.5
Walter Johnson	1974	118	6.0	163	24	14.7	276	38	13.8	97	6	6.2
Watkins Mill	1381	291	21.1	577	150	26.0	233	54	23.2	82	23	28.0
Wheaton	1072	229	21.4	632	137	21.7	107	42	39.3	147	25	17.0
Whitman	1852	70	3.8	41	9	22.0	187	20	10.7	88	10	11.4
Wootton	2331	63	2.7	120	11	9.2	175	19	10.9	30	0	0.0
District target for # of schools:			5				5				5	
# of schools meeting target:			12				10				12	

* Ineligibility rates are reported for students (stud.) who were enrolled in the same high school from August to June and received marks for all 4 marking periods (MPs). Results do not include students who took Alt-MSA during any of the school years (2004-2005 to 2009-2010) or were enrolled in ESOL level 1 or 2 at the end of the school year. The sums of the percentages may be 100 ± 0.1 because of rounding. The number of students ineligible 3 or 4 marking periods is calculated by multiplying the enrollment by the % of students ineligible for 3 or 4 marking periods; the product is rounded to the nearest whole number.

University of Baltimore
School of Law
Center for Families, Children and the Courts
Truancy Court Program

DATA ANALYSIS

Activities

CFCC held technical assistance and training sessions for the Montgomery County Truancy Court Program (TCP) schools on January 6 and 18, 2010. TCP staff and CFCC faculty provided in-depth information about program implementation and distributed the *Truancy Court Program Toolkit* to each team. In addition, CFCC held a stakeholders' meeting in Montgomery County on April 28, 2010, that was attended by representatives from the Montgomery County Public Schools, the State's Attorney, the Public Defender, the Montgomery County Council, the Maryland Department of Juvenile Services, the District and Circuit Courts, civic organizations, and services providers.

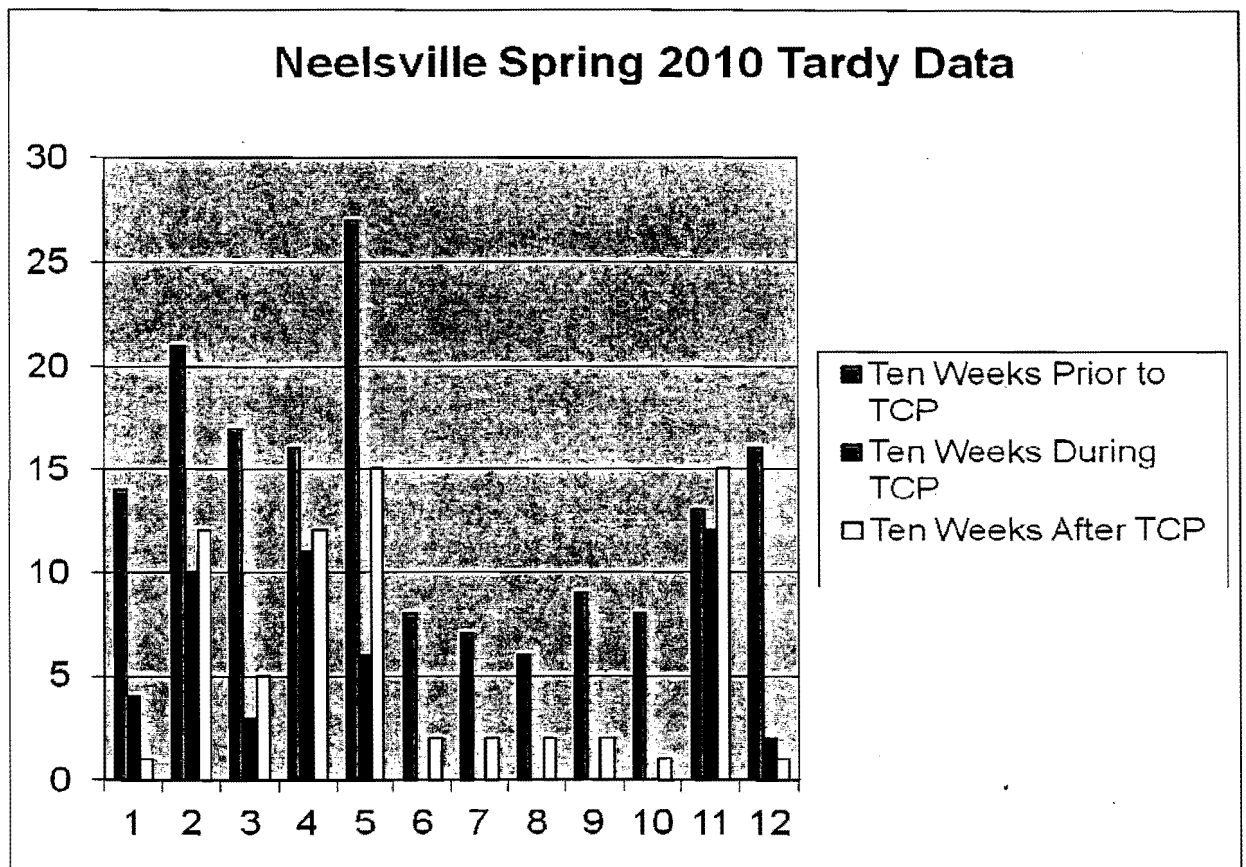
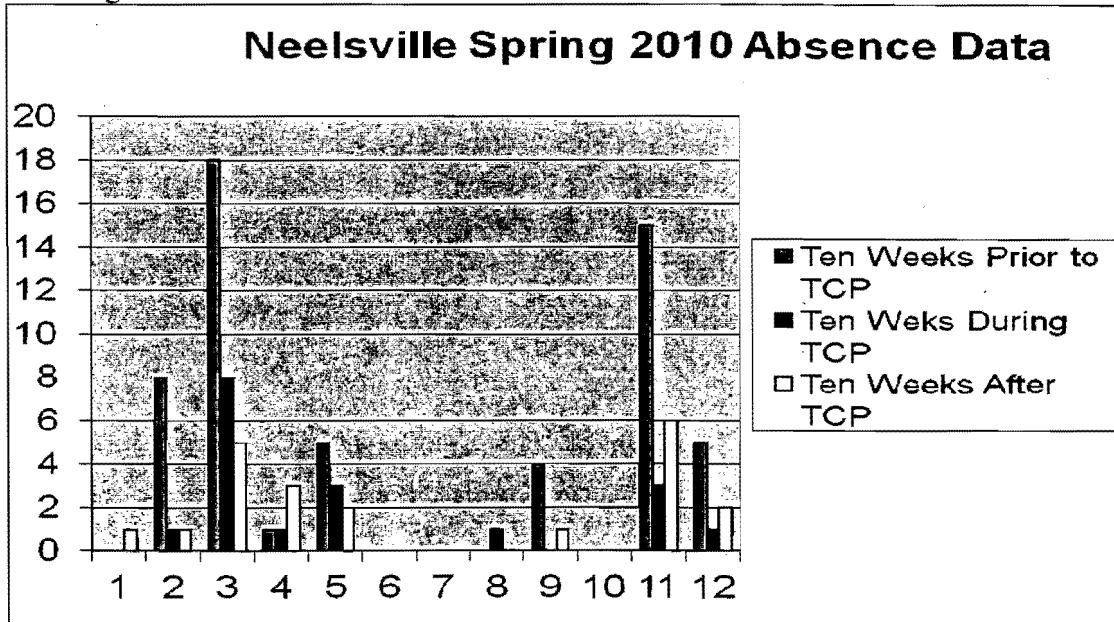
Specifically, CFCC coordinated and conducted the following activities for the Montgomery County TCP:

- A meeting with stakeholders (law enforcement, services providers, legislators, county executives, prosecutors, public defenders, and the Board of Education, among others) to explain the program and solicit feedback and input prior to the TCP's establishment in the schools
- A meeting with the judiciary to explain the TCP and recruit volunteer judges and masters to serve as TCP judges
- A meeting with the school system to explain the TCP and identify schools appropriate for the program
- Selection of the participating schools in collaboration with the school system
- At least one training session per school to provide technical assistance and guidance to the school TCP team. This also may include separate presentations at school faculty meetings to explain the importance of teachers' cooperation in filling out and submitting student information forms
- Implementation of the Spring 2010, Fall 2011, and Spring 2011 Montgomery County TCP in Neelsville and Francis Scott Key Middle Schools.
- Data collection and analysis of the TCP's impact on school attendance among TCP participants

Spring 2010

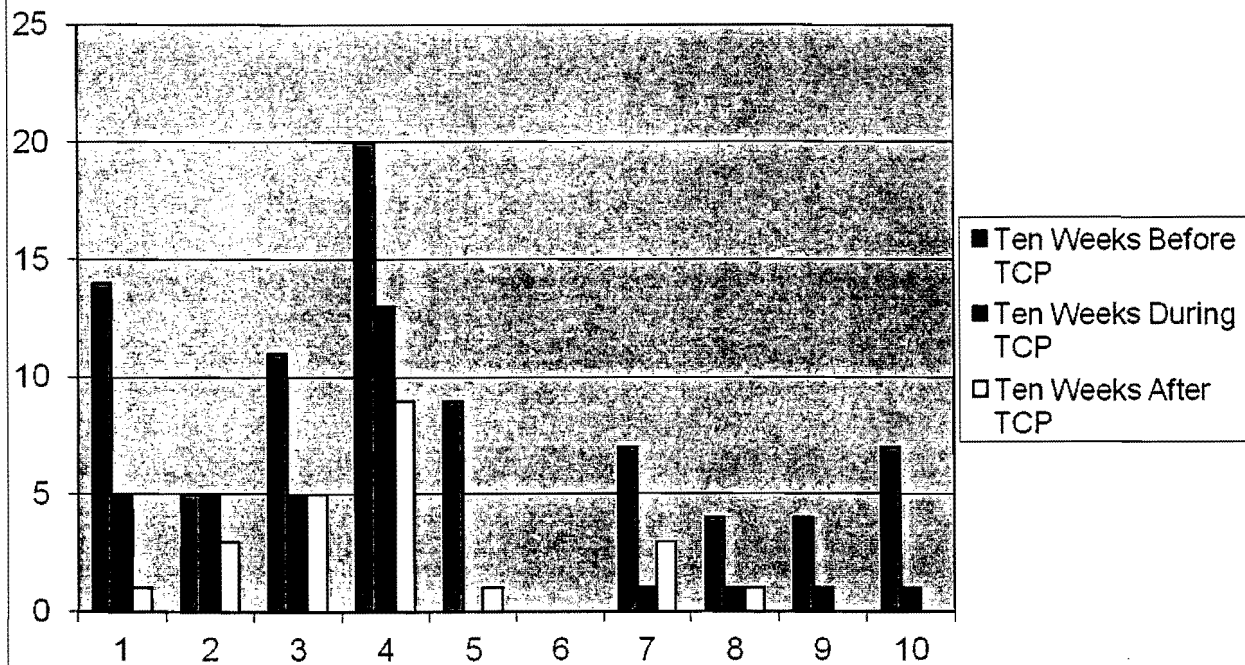
Continuing the trend of successful implementation of the TCP state-wide, both of the Montgomery County schools receiving the TCP in Spring 2010 were highly successful. At Neelsville Middle, twelve TCP students decreased their absences by 68 percent and their tardies by 70 percent during the program and held on to their progress, averaging a 62 percent decrease

in absences and a 57 percent decrease in tardies from the ten weeks prior to the TCP to the ten weeks following the TCP.

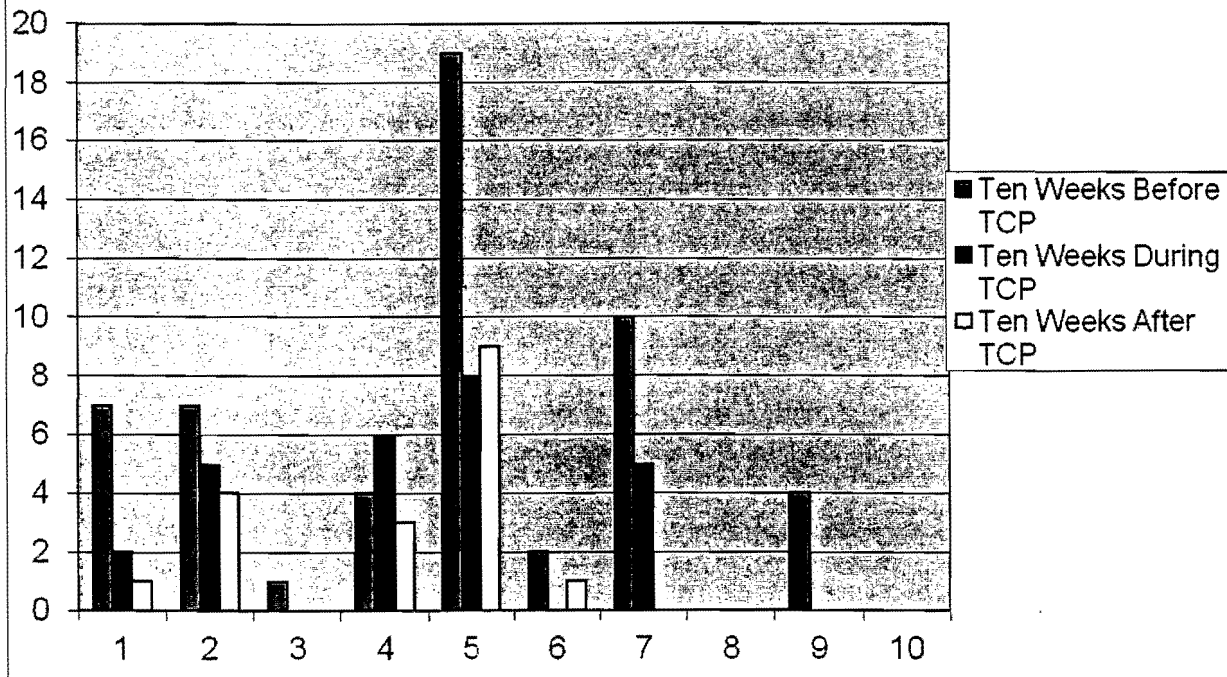


Francis Scott Key Middle had similar success. The ten students participating in the Francis Scott Key TCP in Spring 2010 decreased their absences by 52 percent during the program and an additional 31 percent after the program. In total, they demonstrated a 67 percent decrease in absences from the ten weeks prior to TCP to the ten weeks after TCP. Similarly, they decreased their tardies by 60 percent during the program and an additional 28 percent after the program, for a total decrease in tardies of 72 percent from before the program to after.

Francis Scott Key Spring 2010 Tardy Data



Francis Scott Key Spring 2010 Absence Data



Fall 2010

In Montgomery County, 13 out of 15 students at Neelsville Middle School graduated, and six out of 11 TCP students at Francis Scott Key Middle School graduated (and all 11 students also demonstrated significant improvements in academic performance).

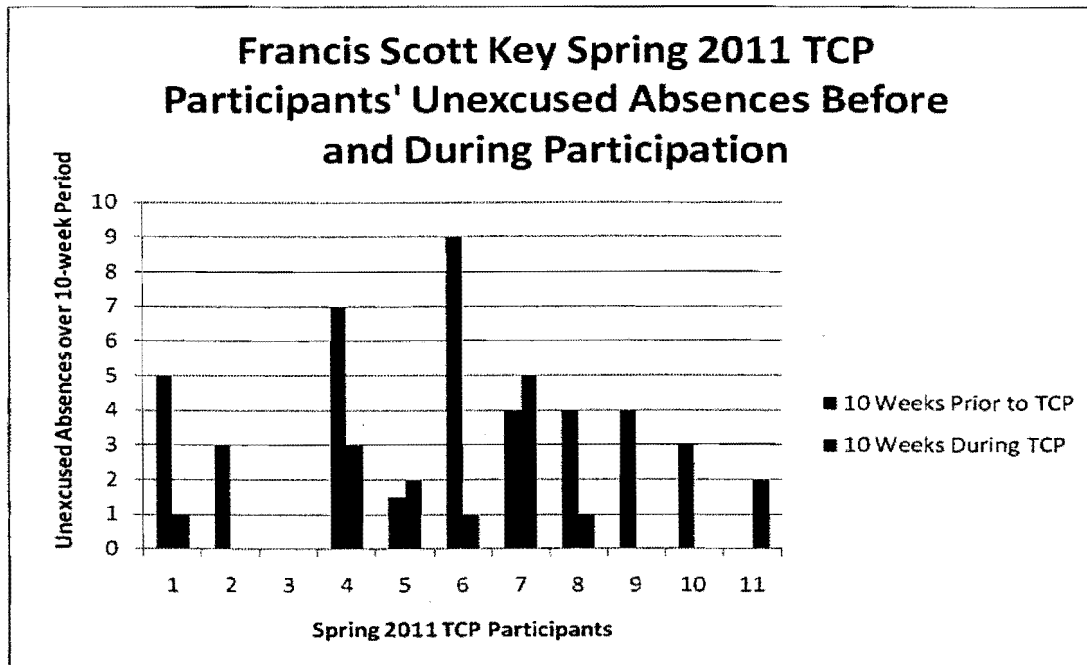
For example, Neelsville Middle School saw a 59 percent decrease in unexcused absences among TCP participants (calculated by comparing the number of unexcused absences during the TCP session with the average number of unexcused absences in the prior two marking periods) and an 83 percent decrease in unexcused tardies. Francis Scott Key Middle School TCP students saw a 36 percent decrease in unexcused absences and a 58 percent decrease in unexcused tardies. Benefitting from their familiarity with the TCP from the 2009-2010 school year, both schools were able to identify students who were most appropriate for the TCP. At the same time, the two TCP judges who participated in the TCP during the 2009-2010 school year continued to volunteer for the TCP and, capitalizing on their experience, were able to identify early on the reasons underlying each student's truant behavior.

Spring 2011

Montgomery County showed tremendous improvements among the participants in its two TCP schools. Forty-three of the 50 TCP (86%) participants graduated from the program, and program participants overall decreased their absences by 54% and tardies by 67% during the ten-week program, as compared to an equivalent period prior to their TCP participation. These students also maintained their progress after the program ended, averaging 52% fewer absences

and 52% fewer tardies in the ten-week period after the TCP than in an equivalent period of time prior to their participation.

Twenty-three out of the 26 participants (88%) at Neelsville Middle School graduated. On average, Neelsville TCP participants saw a 59% decrease in absences and a 75% decrease in tardies during the ten-week TCP session. Similarly, at Francis Scott Key Middle School, 20 of the 24 participants (83%) graduated from the TCP and participants overall averaged a 44% decrease in absences and a 33% decrease in tardies during the Spring TCP session.



Student and Parent Surveys

CFCC has developed and put in place a system for collecting and compiling information on each student's weekly attendance, classroom behavior, and academic performance. In addition, CFCC staff have developed and begun to implement pre- and post-test questionnaires completed by students in the TCP character-building classes. The 34 students from four schools who completed questionnaires in the Spring 2011 TCP showed significant changes in their self-reports. On average, their reports indicated:

- Improved academic achievement. TCP students reported that they were getting good grades more often and their perceptions of what constituted a good grade changed. Several students considered a good grade to be a "B" before participation and an "A" after participation in the TCP
- A higher number of friends in their school
- Stronger attachment to their neighborhoods
- Greater perception of the importance of attending school every day, on time.

Curfew: An Answer to Juvenile Delinquency and
Victimization?

OJJDP Juvenile Justice Bulletin

Shay Bilchik, Administrator
April 1996

From the Administrator

With juvenile crime on the rise in communities across the country, increasing numbers of city and county jurisdictions are passing curfew ordinances, either independent of an overall anticrime and community safety program or as one component of such a program. The Office of Juvenile Justice and Delinquency Prevention has seen a growing trend of these ordinances being accompanied by comprehensive, community-based curfew enforcement programs that are receiving strong support from law enforcement and citizens alike.

This Bulletin provides an overview of the legal challenges to curfew and presents profiles of seven jurisdictions with comprehensive curfew enforcement programs that both address the factors that place these youth at risk for delinquency and victimization and promote the development of healthy behavior. Comprehensive curfew enforcement programs often bring together the law enforcement community and juvenile and family court judges with representatives from the social services and the education, recreation, religious, and medical communities. This collaborative, community-based approach to curfew enforcement has demonstrated that juvenile delinquency and victimization can be decreased when communities work together to implement a comprehensive curfew program.

I am pleased to provide you with this information on curfews, from the court challenges to the success stories, and hope it will assist in your local decision-making process on whether and how to use a juvenile curfew.

Shay Bilchik, Administrator

Curfew: An Answer to Juvenile Delinquency and
Victimization?

Traditionally, the determination of a minor's curfew has been considered to be a family issue, within the parental purview, rather than a matter to be determined by government. Nevertheless, public curfews have been enacted and enforced throughout the Nation's history in reaction to increased juvenile delinquency, decreased parental supervision, and other social trends. Recent increases in juvenile crime and victimization have prompted local communities in many States to once again consider evening curfews (e.g., from 11 p.m. to 6 a.m. on school days and from midnight to 6 a.m. on non-school days) as a

65

viable means to enhance the safety of the community and its children. Although most curfew ordinances apply to juveniles under 16 years of age, some include 16- and 17-year-olds. This Bulletin explores developments in curfew ordinances, legal issues related to curfews, how jurisdictions have responded to legal challenges, the elements of sound community-based curfew programs, and examples of a range of curfew programs and services from seven jurisdictions.

In a recent study of curfew ordinances in the 200 largest U.S. cities (population of 100,000 or greater in 1992), Ruefle and Reynolds found a dramatic surge in curfew legislation during the first half of the 1990's. Of the 200 cities surveyed, 93 (47 percent) had curfews in effect on January 1, 1990. Between January 1990 and the spring of 1995, an additional 53 of these 200 cities (27 percent) enacted juvenile curfew ordinances, bringing the total of those with curfew laws to 146 (73 percent). During the same period, 37 of the 93 cities with an existing curfew ordinance revised that legislation.¹

Legal Challenges

The question of curfews has raised a variety of legal issues and divided numerous communities, as the following sample of newspaper headlines illustrates: "The Trouble With Curfews," "Cities Deciding That It's Time for Teen Curfews," "Curfew Not a Good Idea," "Curfew Needs To Be Stronger," "Limiting Kids' Time on the Streets Elicits Both Relief and Resentment."² Differences in opinion have led individuals and civil rights organizations in many communities to challenge the legality of juvenile curfew ordinances. The American Civil Liberties Union (ACLU), the most vocal opponent, has challenged the constitutionality of juvenile curfew ordinances in jurisdictions across the country, either directly or by providing assistance to individuals who wish to test such laws in court.

Legal challenges to the constitutionality of curfew ordinances are most often based on the 1st, 4th, 5th, 9th, and 14th amendments to the U.S. Constitution. The first amendment guarantees the right to freedom of speech, religion, and peaceful assembly. The fourth amendment protects persons against unreasonable searches and seizures and has been interpreted to include protection against unreasonable stopping and detainment of individuals. The fifth amendment guarantees citizens the right to due process under the law. The ninth amendment has been interpreted to include a right to privacy, including the right to family autonomy.³ The 14th amendment protects persons against the deprivation of their liberty without due process of law and includes the right to travel, which is embodied in the privileges and immunities clause.

In 1975, the first Federal case concerning the constitutionality of juvenile curfews was heard by the U.S. District Court for the Middle District of Pennsylvania. In *Bykofsky v. Borough of Middletown*, the court upheld a juvenile curfew that was challenged on the grounds that it violated juveniles' 1st and 14th amendment rights and encroached upon parents' rights to raise their children, which is embodied in the 9th amendment and in the due process and equal protection clauses of the 14th amendment.⁴ In its opinion, the court found that the regulations on juveniles' 14th amendment due process rights were

"constitutionally permissible." The court further declared that the curfew ordinance did not suppress or impermissibly regulate juveniles' right to freedom of speech or parents' rights to raise their children as they saw fit. The court stated, "The parents' constitutionally protected interest . . . which the ordinance infringes only minimally, is outweighed by the Borough's interest in protecting immature minors. . . ."5

Fourteen years later, in 1989, Simbi Waters challenged a juvenile curfew ordinance in the District of Columbia on the grounds that it violated her first, fourth, and fifth amendment rights.⁶ The U.S. District Court for the District of Columbia, in *Waters v. Barry*, found the juvenile curfew law to be unconstitutional on the grounds that it violated the first and fifth amendment rights of juveniles in the District: "The right to walk the streets, or to meet publicly with one's friends for a noble purpose or for no purpose at all--and to do so whenever one pleases is an integral component of life in a free and ordered society."⁷ However, the court did not find that the curfew violated the fourth amendment rights of District juveniles: "So long as the officer could reasonably have believed that the individual looked 'young,' the search, seizure or arrest would take place on the basis of probable cause and no Fourth Amendment violation would occur."⁸ Although the district court invalidated this particular curfew, in July 1995 the District of Columbia enacted another juvenile curfew ordinance modeled after one enacted in Dallas, Texas, that had survived constitutional scrutiny by the U.S. Court of Appeals for the Fifth Circuit in 1993.⁹

The seminal issue of the State's authority to restrict the constitutional rights of minors is consistently raised in juvenile curfew cases. In the *Bykofsky* case cited above, the court held that "the conduct of minors may be constitutionally regulated to a greater extent than those of adults."¹⁰ The U.S. Court of Appeals for the Fifth Circuit, in upholding the Dallas curfew, applied the reasoning of the Supreme Court of the United States in *Hodgson v. Minnesota*, which held that a parental notification requirement of the State's abortion statute passed constitutional muster because States have ". . . a strong and legitimate interest in the welfare of [their] young citizens, whose immaturity, inexperience, and lack of judgment may sometimes impair their ability to exercise their rights wisely."¹¹

The Strict Scrutiny Test

In order to pass constitutional muster, laws that impinge on fundamental constitutional rights must pass a two-pronged strict scrutiny test that requires jurisdictions to (1) demonstrate that there is a compelling State interest and (2) narrowly tailor the means to achieve the law's objective. The Dallas curfew provides an excellent example of an ordinance that has been held by a Federal court to satisfy both prongs of the strict scrutiny test.

The Dallas City Council adopted its curfew ordinance in 1991 after hearings that included testimony on increased incidences of late-night juvenile violence. Challenged by the ACLU, Dallas' curfew ordinance was upheld in 1993 by the U.S. Court of Appeals for the Fifth Circuit in *Qutb v. Strauss*.¹² The Fifth Circuit held that the Dallas curfew

satisfied the strict scrutiny test because the city had demonstrated a compelling State interest in reducing juvenile crime and victimization and because the ordinance was properly aimed, that is, narrowly tailored to ". . . allow the city to meet its stated goals while respecting the rights of the affected minors."¹³ A subsequent appeal was refused by the Supreme Court of the United States without comment in May 1994.¹⁴ However, this ruling neither guarantees protection from future constitutional legal challenges to curfews in other circuits under the provisions of the U.S. Constitution or State constitutions, nor forecloses challenges based on nonconstitutional grounds.

Jurisdictions that seek to enact curfew laws may want to examine how Dallas laid the groundwork needed to pass the strict scrutiny test. Data on juvenile crime and victimization helped meet the compelling State interest test. The city provided the following statistical information:¹⁵

- o Juvenile delinquency increases proportionally with age between the ages of 10 and 16 years.

- o In 1989, Dallas recorded 5,160 juvenile arrests, and in 1990, there were 5,425 juvenile arrests, including 40 murders, 91 sex offenses, 233 robberies, and 230 aggravated assaults. From January through April 1991, juveniles were arrested for 21 murders, 30 sex offenses, 128 robberies, 107 aggravated assaults, and an additional 1,042 crimes against property.

- o The most likely time for the occurrence of murders by juveniles was between 10 p.m. and 1 a.m.; the most likely place was in apartments and apartment parking lots and on streets and highways.

- o Aggravated assaults by juveniles were most likely to occur between 11 p.m. and 1 a.m.

- o Rapes were most likely to occur between 1 a.m. and 3 a.m., and 16 percent of rapes occurred on public streets and highways.

- o Thirty-one percent of robberies occurred on public streets and highways.

The Court relied on these data in holding that the City of Dallas provided sufficient evidence to establish that the ordinance was in keeping with the State's compelling interest in reducing juvenile crime and victimization.

Second, the Dallas legislation was narrowly tailored to address the specific needs enumerated by the jurisdiction by the least restrictive means possible. The Dallas curfew was applied to youth under the age of 17 and in effect from 11 p.m. through 6 a.m. Sunday through Thursday and from midnight to 6 a.m. Friday and Saturday. The statute exempted juveniles who were:

- o Accompanied by an adult.

- o Engaged in activities related to interstate commerce or protected by the first amendment.
- o Traveling to or from work.
- o Responding to an emergency.
- o Married.
- o Attending a supervised school, religious, or recreational activity.

The Fifth Circuit found, in *Qutb v. Strauss*, that the exemptions under the Dallas ordinance, which permitted juveniles to exercise their fundamental rights and remain in public, demonstrated that the ordinance was narrowly tailored to meet the city's legitimate objectives.

Other challenges to juvenile curfews have been based on the concepts of vagueness and overbreadth. A statute is void for vagueness if it is too general and its ". . . standards result in erratic and arbitrary application based on individual impressions and personal predilections."¹⁶ A statute that broadly restricts fundamental liberties when less restrictive means are available may be void on the grounds of overbreadth. Therefore, when constructing juvenile curfew ordinances, in addition to considering constitutional issues that involve fundamental rights, jurisdictions should ensure the legislation is both precise in its language and limited to necessary restrictions.

In addition to constitutional and structural challenges to juvenile curfews, jurisdictions enacting curfew laws should also bear in mind the core requirement of the Juvenile Justice and Delinquency Prevention (JJDP) Act of 1974, as amended, which addresses the deinstitutionalization of status offender and non-offender juveniles (DSO).¹⁷ In general, this JJDP Act core requirement prohibits a status offender (i.e., a juvenile who has committed an offense that would not be a crime if committed by an adult, such as truancy or curfew violations) or nonoffender (i.e., a dependent or neglected child) from being held in secure detention or confinement. However, Office of Juvenile Justice and Delinquency Prevention (OJJDP) regulations allow detention for brief periods in a juvenile detention facility--not to exceed 24 hours exclusive of weekends and holidays--necessary for pre- or postcourt appearance, processing, release to a parent or guardian, or transfer to court or an appropriate nonsecure facility. The statute also makes exceptions that allow the detention or confinement of status offenders who violate a valid court order or who violate State law provisions prohibiting the possession of a handgun. Status and nonoffender juveniles cannot be detained or confined in an adult jail or lockup for any length of time. To comply with the DSO core requirement of the JJDP Act Formula Grants Program, and to reduce the burden on police, Dallas and many other cities have established comprehensive, community-based curfew programs that provide local sites, such as community and recreation centers, where police officers can bring curfew violators for temporary detention pending release to their parents or other appropriate

disposition. These sites provide an atmosphere conducive to investigation, processing, prerelease counseling, and planning for appropriate followup services.

Representative Curfew Programs

Local governments have enacted juvenile curfews pursuant to their general police powers or State statutes specifically authorizing such ordinances. The seven cities whose curfew programs are discussed below enacted their ordinances pursuant to specific authorizing State legislation. Law enforcement professionals generally view a juvenile curfew ordinance as an effective means to combat late evening crime. However, curfews are also intended to protect youth from becoming victims of crime. The curfew ordinances described below were enacted in the context of a comprehensive, community-based program designed to protect both the community and the juvenile from victimization and to serve as a constructive intervention against developing patterns of delinquency.

Each of the jurisdictions described below collected statistical data on juvenile crime and victimization prior to passing a curfew ordinance. This activity also laid a foundation for formulating a curfew ordinance that addressed the jurisdiction's unique juvenile crime and victimization problems. Although juvenile crime is not restricted to evening hours, the data analysis done by these cities demonstrated that their rates of juvenile crime and victimization were serious enough to warrant a carefully crafted evening curfew program.

Each of these seven cities has its own unique and innovative approach to addressing the problem of juvenile crime and victimization through a curfew ordinance. The approaches demonstrate a range of community partnerships and nonpunitive strategies designed to promote early intervention to prevent the development of delinquent behavior and to address the issues of parental responsibility, discipline, and family dysfunction. The strategies have been credited with helping to prevent juvenile crime and victimization and repeated curfew violations while providing protection and safety to the community.

While the comprehensive, community-based curfew programs implemented by the seven cities employ a variety of strategies, each program includes one or more of the following common elements:

- o Creation of a dedicated curfew center or use of recreation centers and churches to receive juveniles who have been picked up by the police for violating curfew.
- o Staffing of curfew centers with social service professionals and community volunteers.
- o Intervention, in the form of referrals to social service providers and counseling classes, for the juveniles and their families.
- o Procedures for repeat offenders, including fines, counseling, or sentences to community service.
- o Recreation and jobs programs.

- o Antidrug and antigang programs.
- o Hotlines for followup services and crisis intervention.

The cornerstone of each of the seven programs is creative community involvement that works to transform the juvenile curfew from a reactive, punitive response to a proactive intervention against the root causes of juvenile delinquency and victimization.

A summary of the statutory provisions relating to curfews in U.S. cities with a population of more than 100,000 can be found in the Sourcebook of Criminal Justice Statistics--1994, published by the Bureau of Justice Statistics.¹⁸

Dallas, Texas

In developing a juvenile curfew for Dallas, government officials and the police department worked together to create an appropriate and effective curfew program. The curfew, which went into effect on May 1, 1994, applies to all youth under the age of 17. Prior to the effective date of the curfew ordinance, the Dallas Police Department engaged in a media campaign to promote curfew awareness. The multicomponent campaign included public service announcements on radio, posters in English and Spanish that were distributed at recreation centers and at public schools, and a well-covered press conference. Also, 1 week before the curfew took effect, warning fliers were handed out by police officers to youth in public during the hours of the curfew.¹⁹

When Dallas police apprehend juvenile curfew violators, they may give them a verbal warning, take them home, issue a ticket with a fine as high as \$500, or take them into custody. In cases of repeated curfew violations, a child's parents may be fined up to \$500. Business establishments may be cited for allowing minors to remain on their premises after curfew hours. In addition to these enforcement mechanisms, the Dallas curfew program features comprehensive youth programs that address juvenile crime and victimization, including Law Enforcement Explorers, a School Liaison Unit, Law Enforcement Teaching Students (LETS), supervised midnight basketball (with a curfew exception on tournament nights), and a Police Athletic League (PAL).²⁰

During the first 3 months of curfew implementation, warnings and citations were issued to curfew offenders, and eight tickets were written to adults for permitting curfew violations. No arrests were made for curfew violations, but 15 juveniles were arrested and taken into custody on other charges. The Dallas Police Department conducted an assessment of the effectiveness of the juvenile curfew after 3 months of enforcement. The Department found that juvenile victimization during curfew hours dropped 17.7 percent, from 1,950 during the period from May to July 1993, to 1,604 during the same period in 1994. Further, juvenile arrests during curfew hours decreased 14.6 percent, from 294 during the period from May to July 1993, to 251 during the same period in 1994. These initial statistics indicate that the efforts of the Dallas curfew enforcement program have reduced juvenile crime and victimization.²¹

Phoenix, Arizona

In Phoenix, a multifaceted approach has been developed to implement the city's curfew ordinance. A review of the city's original curfew legislation, enacted in 1968, found it ambiguous and unenforceable. New legislation was enacted in 1992, and a partnership was established between the Phoenix Police Department and the Department of Parks, Recreation, and Libraries (PRL).²² The curfew ordinance is designed to impact crimes in which the suspect, victim, or both is a juvenile.

PRL allows the Phoenix Police Department to use four of the city's recreation centers as reception facilities for juvenile curfew violators. Once paperwork is processed by police officers, the juveniles are supervised by recreation specialists until their parents arrive. The administrative requirements for police officers are kept to a minimum in order to allow officers to return sooner to patrol duties.

When a curfew violation is charged, the juvenile and the parents have the option of attending a diversion program that includes classes in parenting, interpersonal communication, conflict resolution training, and community service. When the police department receives notification that the juvenile and parents have completed the program, the charge is dismissed. If the diversion program is not completed, a petition is filed in juvenile court, where the outcomes can include a fine for the juvenile, counseling for both the juvenile and the family, and community service. A parental responsibility provision in the curfew law could also result in a fine to the parents.

PRL personnel conduct postdiversion followup contacts with curfew violators and their families to determine if additional referrals to other agencies, such as health and social services, are needed. These followup procedures have been favorably received by the community.

Twenty-one percent of Phoenix's curfew violators are gang members.²³ The curfew ordinance provides the police with a legal basis to separate minors from gangs, at least temporarily. Gang members are taken to the reception facility, where they receive special counseling and exposure to positive alternatives to gang affiliation. The Phoenix Police Department reports statistics that bear out the fact that the curfew appears to be working. A comparison made since the citywide implementation of the curfew program in May 1993 showed a 10-percent decrease in juvenile arrests for violent crimes (homicide, sexual assault, robbery, aggravated assault) during the 11-month period from June 1993 through April 1994 as compared with the period from June 1992 through April 1993.²⁴

Community leaders and parents strongly support the curfew ordinance because of its comprehensive, community-based character. According to the Phoenix Police Department, the ordinance is an effective component of Phoenix's citywide crime prevention and reduction program. In addition to the curfew enforcement program, Phoenix has strengthened its commitment to crime prevention and reduction through

community policing, newly enacted weapon laws, and police-led programs in elementary and junior high schools.

Examples of these programs include Drug Abuse Resistance Education (DARE)--developed with funds from the U.S. Departments of Justice and Education, with major contributions from the private sector-- and Gang Recognition and Education Awareness Training (GREAT), initiated by the Phoenix Police Department with funds provided by the U.S. Department of the Treasury. The Police Department's Cease Violence program--a unique partnership with other city agencies, the private sector (Motorola), and various elementary and junior and senior high schools--employs traditional and nontraditional methods to address the crime problem. This program produced a video on gang and teen pressures entitled "Wake-Up," geared to youth 7 to 17 years of age. Another Police Department program, Project Interact, seeks to promote better relationships between at-risk youth and the department. In monthly 90-minute workshops, patrol officers meet with youth to share information and ideas, with the goal of establishing a code of conduct for both officers and youth. The program is facilitated by a police supervisor; students attend at a ratio of two students to one officer.²⁵

Chicago, Illinois

Chicago passed its first curfew ordinance in July 1948. It has been amended several times, most recently in June 1992. In April 1993, the Chicago Police Department initiated the Chicago Alternative Police Strategy (CAPS) program. CAPS is a community policing initiative that started in 5 of Chicago's police districts and is now operating in all 20. In 1994, the Chicago Police Department's Bureau of Investigative Services supported an experimental research project, "Operation Timeout," a summer curfew project under the direction and management of the commander of a 20-member Youth Division Strike Force. The Fourth Police District CAPS site aggressively implemented Operation Timeout by getting community support for sending curfew enforcement teams of officers from the Department's School Patrol Unit into targeted areas within the fourth district with a single mission: to enforce the city's curfew ordinance vigorously.²⁶

The Operation Timeout curfew enforcement program is designed to reduce juvenile crime and victimization and to foster communication between the Patrol Division, the Youth Division, and the community. To support the program, the Chicago Police Department's Neighborhood Relations sergeants work with communities to prevent curfew violations. When special events are held, for example, they encourage sponsoring organizations to comply with curfew hours when developing the event schedule.

The city advocates a "no-tolerance" policy for curfew violators through aggressive enforcement and the required involvement of a parent or guardian when a juvenile is picked up for a curfew violation. The specialized curfew enforcement teams utilize "Care-O-Vans" to pick up curfew violators. Teams using the van process all curfew violators in the district on a given evening, including those picked up by beat patrol officers. This approach reduces the downtime of beat patrol officers, who can turn over the curfew violators to the team shortly after they are apprehended and return

immediately to beat patrol duty. First-time offenders are returned to their homes, and a parent or guardian is issued a warning notice. Parents or guardians of a first-time curfew violator may also be charged with "contributing to the delinquency of a minor" if it is determined that they ". . . knowingly or willfully permitted, caused, aided, abetted, or encouraged such child to commit a violation of this or any ordinance" and fined \$200 to \$500.

Repeat offenders are taken to the Chicago Police Department's Fourth District station. Parents are required to pick up their child, are issued a nontraffic citation for the ordinance violation, and are required to appear in court to answer the complaint. Children whose parents are working, cannot be reached, or are unwilling to pick up their children are returned home by district personnel. A followup investigation is conducted when the officer is unable to locate the parent at the time of the curfew violation, and the parent is issued a citation. Parents who refuse to appear in court or refuse to pay a fine may have a judgment entered against them. For the parents of repeat curfew violators, special assistance such as parenting classes and joint counseling sessions may be provided. In addition, parents of "children requiring authoritative intervention" under State law may be given assistance through court-appointed social service agencies.

The Fourth District reports that a comparison of data from 1993 to 1994 demonstrated a decrease in the number of serious juvenile crimes reported. The most notable decreases were in burglaries (from 304 in 1993 to 269 in 1994), vehicle theft (from 255 in 1993 to 177 in 1994), and theft (from 522 in 1993 to 177 in 1994). Operation Timeout appears to be an effective curfew initiative, and community support for its continuation remains high. As a result of the success of the Fourth District program, four additional police districts have been added to Operation Timeout. All 20 police districts in Chicago are expected to become a part of Operation Timeout in the near future.

New Orleans, Louisiana

Based on an assessment of juvenile delinquency in New Orleans, a comprehensive and collaborative prevention strategy was initiated by Mayor Marc Morial. A dusk-to-dawn curfew ordinance was part of the Morial Administration Crime Initiative (MACI) that began in May 1994. To manage and implement the curfew program, the city opened the Central Curfew Center (CCC), which is staffed with trained professionals from government agencies and the religious and medical communities. The sheriff's office assigned 30 deputies and several other staff to CCC and provided 15 two-man units to patrol the streets. Each night the New Orleans Police Department has more than 50 police officers on the streets and 5 to 6 officers from the Juvenile Bureau onsite at CCC. A local group of ministers, All Congregations Together, has several ministers at CCC each night to counsel juveniles and their parents or guardians on the ramifications of the curfew violation. Also on duty at the center to provide counseling are staff from the Louisiana State University Medical Center's Department of Psychiatry and from the City of New Orleans Truancy Center. In addition, a 24-hour curfew hotline has been set up to respond to questions about the curfew policy and its enforcement.²⁷

Curfew violators brought to the CCC are screened by counselors, and their parents or guardians are contacted. Parents are required to pick up their children at the center and to participate in counseling sessions with trained volunteers. Parents of repeat offenders are issued a court summons and risk being fined for failure to keep their children from violating the curfew. These steps are designed to help promote and support dialog between parent and child, establish parental accountability, and set new ground rules within the home.

Summer youth programs are a key component of MACI. A \$500,000 city funding reallocation was provided to the New Orleans Recreation Department (NORD) to increase summer programs such as evening swimming and volleyball. The number of NORD summer camps increased from 17 to 41, serving more than 100,000 youth. The number of swimming pools increased from 4 to 14. Additionally, the city created 1,300 new summer jobs for youth under a local public-private partnership and also received \$1.8 million in Federal funding from AmeriCorp's Youth Action Corps to provide year-round employment for youth in local education, park, and recreation programs.²⁸

The combination of curfew, the summer jobs program, and the revitalization of recreation programs resulted in a 27-percent reduction in juvenile crime during curfew hours in 1994, compared with the previous year.²⁹ The crimes most significantly reduced were armed robbery, down 33 percent, and auto theft, down 42 percent. New Orleans Sheriff Charles Foti calls the curfew program ". . . a coordinated effort, of unprecedented proportions, between private and public agencies across the City to a unified end--to reduce crime and protect the young people of this City" and reports that the program ". . . has earned the unqualified support of the New Orleans community."³⁰

Denver, Colorado

During the summer of 1993, a group of 2,500 citizens in Denver met in a Safe City Summit to discuss their concerns about youth crime, violence, and safety. Their recommendations included establishing a program to authorize police to take youth in violation of Denver's amended curfew law to a safe place and increasing parental involvement with and responsibility for children under the age of 18. Mayor Wellington E. Webb responded to the citizens' recommendations with a 10-point Safe City Plan, one component of which is the SafeNite After Curfew (SafeNite) program, developed in collaboration with community groups, parents, police, recreation, and social services staff. SafeNite, which was launched in July 1994, provides a safe place--either a recreation center or a church--where youth found on the streets during curfew hours are taken by police to wait for a parent or guardian.³¹

Youth taken to SafeNite locations are processed and served a citation from police officers onsite. SafeNite staff contact the youth's parents or guardians to pick them up. The parent may also receive a ticket, at police discretion. The youth and parent are seen onsite by a professional counselor who helps address family issues and obtain social services if needed. Counseling services are available on a variety of issues, as are workshops on conflict resolution and interpersonal communication skills.

On nights when SafeNite sites are not in operation, curfew counselors in the municipal courtroom interview and offer diversion to the ticketed youth and their families. Currently, SafeNite locations are open Friday through Sunday. However, the program is flexible, and the days of operation may be changed to respond to shifting patterns of youth activity. For example, when youth began to gather "en masse" on nights when the SafeNite center was closed, the center's operating schedule was altered to reflect this change. The Denver curfew program enjoys a collaborative partnership with 234 community programs to which children and their families are diverted. Of these programs, 80 percent are at no cost to SafeNite or to the client. (The program leverages community service providers by providing referrals and data to assist them in grant procurement.)³² Through this collaboration, the curfew program has become a revolving door of information, linking "demand" with "supply" by identifying citizens' needs, noting gaps in service for identified problems, and connecting citizens with current resources.

As indicated above, youth and parents are given the option of participating in an appropriate diversion program rather than going to court. If they successfully complete the program, the case is dismissed. Youth and parents who do not elect to participate in or complete a diversion program go to court and may be required to pay a fine or complete court-ordered community service. Repeat curfew violators and/or their parents are dealt with on a case-by-case basis, and incremental sanctions apply. These sanctions may include a court appearance with assessed fines, community service or a more intense diversion program, or probation status.³³

Denver officials credit the SafeNite program with fostering more consistent enforcement of the city's curfew ordinance and with providing a secure and safe environment for curfew violators until they are reunited with their families. The only time required of the police officer is the time needed to drive to and from the SafeNite site. The enforcement of SafeNite is credited with helping to deter graffiti, vandalism, car theft, and more violent crimes while decreasing juvenile victimization, increasing parental involvement, and assisting families.

Initial statistics on SafeNite from the Denver Police Department for the period from July 1994 through December 1995 are encouraging: More than 168 cases were dismissed per month, alleviating court congestion; 61 percent of the 4,676 youth served by the program and their families have completed or are in the process of completing diversion; and the recidivism rate is down to 7 percent from 56 percent at the start of the program. The law enforcement community also believes SafeNite has contributed significantly to the 11-percent drop in serious crime during each of the first 2 years of curfew implementation. Specifically, the category of motor vehicle theft, which is often a juvenile crime, was reduced 17 percent in 1994 and 23 percent in 1995. Plans are under way to apply the SafeNite diversion model to juveniles who commit such offenses as shoplifting, petty theft, and giving false information.³⁴

North Little Rock, Arkansas

In North Little Rock, community life was adversely affected in the late 1980's by organized juvenile gangs that trafficked in drugs and whose members carried high-powered weapons on city street corners. In 1991, the local police department, Neighborhood Watch groups, elected officials, and city administrators joined together to organize a collaborative response to increased serious crime in general, and juvenile crime and victimization in particular. One of their first proposals was to establish a curfew law. With strong support from dozens of neighborhood organizations, the city council passed a curfew ordinance in July 1991. In creating a practical and effective curfew ordinance, particular attention was given to two important issues: increasing parental supervision of children and keeping the police department process simple.³⁵

The North Little Rock Police Department recognized that its limited resources required a curfew process that was as straightforward and simple as possible. A concentrated effort was made to simplify the extensive reporting requirements for a juvenile arrest by creating a 1-page form for a curfew violation that required the officer to complete just 10 items of information. When a juvenile is picked up for a curfew violation, he or she is taken to police headquarters and turned over to a juvenile officer. The juvenile is detained in a nonsecure area of headquarters designated for curfew violators while arrangements are made with a parent or guardian to return the juvenile home following a review of the curfew ordinance and the circumstances of the violation with the parent or guardian and the child. The North Little Rock ordinance provides that a juvenile's second curfew violation can result in charges against the parents. Generally, a fine is imposed but suspended for 1 year and dismissed if no further curfew violations occur. After three curfew violations, a referral to the State's Department of Human Services for consideration of a juvenile-in-need-of-services petition is required. However, such referrals have been necessary in only a few cases.

Keeping curfew enforcement and processing simple has kept police support high. The North Little Rock curfew ordinance is a key element in a multifaceted set of solutions that are part of North Little Rock's overall community policing plan. With the cooperation of city administrators, the police department was able to increase its personnel to provide additional officers in the schools, facilitating the development of joint programs by the police department and the school district. Programs include a school resource officer program to reduce in-school conflicts, school crime, truancy, and dropping out, and introduction of the DARE program for students in kindergarten through sixth grade. The local school district also created an alternative school to provide a place to which juveniles who are truant or suspended for disruptive behavior could be brought instead of being sent home.

With support from 10 corporate sponsors, North Little Rock also instituted a supervised midnight basketball program to provide at-risk youth with an alternative to being on the street. This program, which serves boys and girls ages 12 to 18, combines athletic activity with academic tutoring, mentoring, and an employment orientation program that covers the importance of a good work ethic, how to complete an employment application, and the development of job interview skills. The program is held at the local recreation

77
13

facility, Sherman Park, on Friday and Saturday evenings from 8 p.m. to midnight. Participants are instructed to return directly home because the curfew goes into effect at midnight. On tournament nights, the program runs until 1 a.m., with a 1-hour exception made to the curfew. Periodic followup checks with the recreation and police departments have indicated that participants are adhering to the program guidelines.

To monitor the impact of the comprehensive curfew enforcement program, the North Little Rock Police Department completes daily reports that track the location of curfew apprehensions, along with statistical information on age, sex, and race. Statistics from 1992, the first full year of curfew enforcement, showed a significant reduction in crimes against persons. Compared with 1991, the city experienced an average 12-percent reduction in the categories of homicide, rape, robbery, and assault and a 10-percent reduction in burglaries.³⁶ Local law enforcement officials attribute these crime reductions in great measure to the curfew enforcement program. Based on these initial results, other jurisdictions in Arkansas have begun similar curfew enforcement programs.

Jacksonville, Florida

In response to high rates of juvenile crime and victimization, the City of Jacksonville instituted a juvenile curfew ordinance in April 1995, giving police officers the authority to stop and question suspected curfew violators.

When a juvenile is stopped on suspicion of curfew violation, the officer first determines whether he or she falls under a curfew exemption. A juvenile who is found to be in violation of the curfew may either be taken home by the officer or brought to the Juvenile Assessment Center (JAC), at the discretion of the officer. While each of the cities described in this bulletin provides a range of services to curfew violators, Jacksonville is one of the few cities in the country with a centralized intake and assessment facility for juvenile offenders, including juvenile curfew violators.³⁷

JAC is a centralized, multiagency facility with multidisciplinary staffing. By coordinating law enforcement and social, educational, and mental health services at one location, JAC provides juveniles and their families with easy access to a comprehensive range of services. By providing access to needed services at the earliest possible time, JAC hopes to provide early interventions that will avert a pattern of at-risk and delinquent behavior.

Curfew violators brought to JAC are also screened to determine if they have committed additional violations that require court review. Those who have are moved to the secure section of the facility for further screening and assessment. Curfew violators are held in the nonsecure section of JAC and screened to determine whether they are experiencing problems relating to drug and alcohol abuse, mental health, or family dynamics. Parents are then contacted to pick up their child. If the home situation appears too volatile and unsafe for the juvenile, a temporary housing arrangement is secured until a further evaluation is completed. Depending on the nature of the services warranted, either a letter is presented to the parents recommending followup services, which they can accept or reject on a voluntary basis, or a court referral is made for a "family in need of

services." Services available include counseling, parenting training, treatment for drug and alcohol abuse, treatment for mental illness, and training in family dynamics and interpersonal communication skills. Repeat curfew violators are also taken to JAC to be screened to determine what services may be provided the youth and their families to help address the situation.

Florida State law allows local jurisdictions to assess both the parent and the child a \$50 fine for a curfew violation. However, Jacksonville's curfew ordinance did not adopt this portion of the State statute, and fines for curfew violation are not levied.

In support of the curfew ordinance, the Jacksonville Police Department, the Duval County Parks, Recreation, and Entertainment Department, and the Duval County School Board provide a range of community-based delinquency prevention programs. One innovative program supported by all three organizations is the combined Safe, Accessible, Flexible Enrichment and Teaching for Educational Achievement through Math and Science (SAFE/TEAMS) program. This multi-agency program includes teachers, recreation specialists, and school resource officers. These officers provide guidance, counseling, mentoring, and overall program security. The SAFE/TEAMS program is available 2 hours each school day and on Saturday mornings for children in Duval County's 23 middle schools. It provides juveniles a place to receive tutoring on school work, with an emphasis on math and science, and an opportunity to participate in arts and crafts, horseback riding, field trips, clubs, recreation, and athletics.

The Jacksonville PAL provides at-risk children an opportunity to interact with police officers who serve as mentors during their nonduty hours. Jacksonville has added a new dimension to its PAL program through a newly donated computer laboratory. The lab allows juveniles to develop their academic and computer skills by engaging in computer games as a reward for completing their homework. PAL also offers a range of sports activities that include basketball, boxing, karate, and other activities for boys and girls between the hours of 4 p.m. and 10 p.m., 7 days a week.

It is too early to determine the impact of Jacksonville's comprehensive curfew program. The program has been in operation for less than a year, and collection of data on its effectiveness and impact is ongoing. However, community support has been strong, and State Attorney Harry L. Shorstein has expressed his office's support, stating that "The curfew program is viewed as one component of a comprehensive crime prevention program that can help fight juvenile delinquency and protect our youth from victimization."³⁸

Summary

Curfew ordinances are in effect in a majority of the Nation's largest cities. While curfews have been challenged in many jurisdictions on a variety of constitutional and other grounds, narrowly crafted ordinances designed to address specifically identified problems appear able to withstand such challenges. Statistical analyses of the impact of curfew ordinances on delinquency and juvenile victimization in many communities continue to

be conducted. The information made available by the communities highlighted in this bulletin and by other communities where curfew programs have been implemented indicates that comprehensive, community-based juvenile curfew programs are helping to reduce juvenile delinquency and victimization. It is important for communities that are enforcing curfews or considering a curfew ordinance to keep abreast of legal developments, establish a firm foundation for the ordinance, and model the curfew program after community-based efforts in other jurisdictions.

The initial evidence offered by the seven communities profiled in this Bulletin is that community-based curfew programs that offer a range of services are more easily and effectively enforced, enjoy community support, and provide a greater benefit in preventing juvenile delinquency and victimization. In addition, several of the benefits of positive interventions that community-based curfew programs can provide may not be easily quantifiable--at least in the short term. Phoenix curfew staff have observed that many of the curfew violators brought into the recreation centers that function as curfew reception centers welcome the opportunity for social interaction with other youth and with program staff. Often these youth seek advice, assistance, and counsel from program staff. Parents sometimes bring their son or daughter to a curfew site to seek assistance and advice on the best approach for curfew compliance or to deal with other problem behaviors.

Communities that develop and implement curfew ordinances in conjunction with programs and services designed to assist youth and families to solve underlying individual or family problems have an opportunity to enhance positive youth development, prevent delinquency, and reduce the victimization of children.

***REPORT TO THE STATE OF MARYLAND
UNDER HB 1160
SAFE SCHOOLS ACT OF 2010***

Maryland Statistical Analysis Center
Governor's Office of Crime Control & Prevention
June 30, 2011

"Gangs affect all Marylanders, no county nor region is immune."

81

EXECUTIVE SUMMARY

Since 2007, the O'Malley-Brown Administration has championed Security Integration, seamless coordination and consistent information sharing among all levels of government. The Safe Schools Act of 2010¹ builds upon this objective, mandating an unprecedented level of collaboration and information sharing among school, community and criminal justice partners to protect Maryland's most vulnerable youth. The Act, sponsored by House Speaker Michael Busch, has established a foundation upon which the Maryland State Department of Education (MSDE), Local School Systems, the Department of Juvenile Services, State and local law enforcement agencies, local criminal justice agencies, and parents and guardians, can improve collective accountability regarding the identification of gang activity in schools and mobilize to prevent violence and intervene in the lives of at-risk youth.

The Act required the Governor's Office of Crime Control & Prevention (GOCCP) to perform a community services survey to determine existing youth gang prevention and intervention programs within each county, which may be found at the end of this report. In addition, the Act required GOCCP to develop criteria for gang prevention and intervention programs that are evidence-based and produce measurable outcomes and make recommendations for a pilot program to provide comprehensive gang prevention and intervention services for a high school and the high school's middle school feeder system, where gang activity is prevalent.

Nationally, evidence-based youth gang *prevention* programs are widespread; however, few if any evidence-based youth gang *intervention* programs exist. Most intervention programs are limited to promising practices or evidence-based programs that target the broader population of at-risk youth. Prevention programs are cost-effective while intervention programs require intense case management customized per youth, preferably involving re-location and solid commitment from the youth and their familial support system, whether traditional or nontraditional. Effective intervention models provide new social controls saturated with positive self-actualization, long-term adult investment and sustained services that impart practical skills in social etiquette, job training, and conflict resolution.

Throughout this report, innovative local, statewide, and national youth gang prevention and intervention models are put forth. The majority of evidence-based and promising programs incorporate the following criteria to achieve success:

¹ Article – Courts and Judicial Proceedings, Section 3-819(b-1) and 3-8A-19(d)(5) and Article – Education, Sections 7-302, 7-303, 7-424.2, Annotated Code of Maryland (2008 Replacement Volume and 2009 Supplement).

- *Community Involvement*
- *Collaboration across Government Systems*
- *Information/Resource Sharing*
- *Accountability*
- *Gang Education/Awareness*
- *Alternative Activities/Afterschool programs*
- *Anti-Bullying*
- *Sustained Adult Mentoring/Investment*
- *Multi-Systematic or Family Therapy*

Since 2007, Governor O'Malley has signed bills into law that further criminalize gang membership, criminalize gang activity in schools, and require MSDE and Local School Systems to prohibit gang activity in schools and design procedures for administrators, teachers, and staff to report gang activity. The laws and policies currently in place use criminal law definitions to define system response; however, the largest service gap remains reaching those at-risk youth mimicking gang behaviors and preventing them from becoming deep-end youth. To this end, many replicable programs exist, but nothing replaces the force multiplier of training administrators, teachers, staff, parents, and guardians to identify presenting behaviors, intervene with the youth, and access the appropriate government and nonprofit resources within the community. If the State of Maryland is to build this capacity system-wide, work must be done to build infrastructure and leverage the statewide resources that currently exist.

GOCCP's primary recommendation to the Maryland General Assembly within this report is the establishment of a state-level Safe Schools Coordinator to help Maryland serve youth as a unified system. A Statewide Safe Schools Coordinator within MSDE would:

- Promulgate model policy, gang awareness, and train-the-trainer capacity uniformly across the State so that at-risk youth are identified and reached before intervention becomes necessary.
- Provide coordination for and expansion of the three statewide prevention programs currently in place.
- Liaison with stakeholders already brought together at the local level per the requirements of the Act.
- Mobilize and leverage currently existing community resources such as the respondents of the community services survey.

At the state-level, the Safe Schools Coordinator would encompass the five components of the Office of Juvenile Justice & Delinquency Prevention's (OJJDP) Comprehensive Gang Reduction strategy:

- **Community Mobilization:** Involvement of local citizens, including former gang-involved youth, community groups, agencies, schools, and coordination of programs and staff functions within and across agencies.
- **Opportunities Provision:** Development of a variety of specific education, training, and employment programs targeting gang-involved youth.
- **Social Intervention:** Involving youth-serving agencies, schools, grassroots groups, faith-based organizations, police, and other juvenile/criminal justice organizations in 'reaching out' to gang-involved youth and their families, and linking them with the conventional world and needed services. In-school and afterschool prevention and education programs such as anti-bullying, peer mediation, tutoring, and others are offered within the target area(s), as are community programs to educate parents, businesses, and service providers.
- **Suppression:** Formal and informal social control procedures, including close supervision and monitoring of gang-involved youth by agencies of the juvenile/criminal justice system and also by community-based agencies, schools, and grassroots groups.
- **Organizational Change and Development:** Development and implementation of policies and procedures in a variety of settings including schools, which result in the most effective use of available and potential resources within and across agencies to better address the gang problem.

Leveraging currently existing programs and forging unprecedented information sharing among the diverse Safe Schools partners charged with keeping our youth safe and secure will guide future development and implementation of successful school-based gang programs.

Regarding youth gang intervention, GOCCP recommends to the Maryland General Assembly, the development of a statewide risk assessment tool and criteria to enroll gang-affiliated youth in specialized academies such as MSDE's SEED School and further consideration and study of the efficacy of instituting such specialized academies. In response to the Act's requirement that GOCCP select a pilot program for a high school where gang activity is prevalent and middle school feeder system, GOCCP recommends that the City of Annapolis and the City of Salisbury be considered as pilot sites for pilot intervention programs. Based on the existing collaboration of government, nonprofit, and private partners surrounding the Governor's Safe Streets Initiative, these jurisdictions exhibit extraordinary information sharing and mobilization across all agencies that may be tapped to launch any coordinated effort quickly and effectively. No region, county, or municipality in Maryland remains immune from youth gang activity. GOCCP recommends not identifying pilot jurisdictions based on need only, but selecting jurisdictions with stakeholders committed to the priorities and values of security integration, jurisdictions already working as a system, and not within silos.

In conclusion, GOCCP believes Maryland has existing resources in place to develop and launch model prevention policy and training across school systems and leverage services in

communities. The community services directory by county gives a picture of both the need and the desire Maryland citizens have to protect our vulnerable youth. Organizational change and development to augment what the Safe Schools Act of 2010 established and support local-level stakeholders in compliance will provide the system-wide accountability necessary to move Maryland forward in a sustained effort for the lives of our youth.

MARYLAND'S CRIMINAL GANG LAWS

The Maryland General Assembly (MGA) enacted The Gang Prosecution Act of 2007 to strengthen enforcement and prosecution of criminal gangs and criminal gang activity in Maryland. The Act was modeled after the Racketeering Influenced and Corrupt Organizations Act (RICO), 1970 federal legislation that has led to the arrests and convictions of some of the nation's most notorious Mafia and drug kingpins. This law has not produced the increase in gang member prosecution rates it was intended. The first conviction for being a gang member occurred in August 2010, 3 years after the bill was passed. In 2010, The MGA enacted HB 756/SB 517 to strengthen the efforts of 2007 by mandating longer sentences for underlying crimes committed by criminal gangs and gang kingpins who organize, supervise, finance or manage criminal gang. This bill took effect October 1, 2010.

Criminal Gang

Under Maryland *Criminal Law §9-801*, a criminal gang means a group or association of three or more persons whose members:

- Individually or collectively engage in a pattern of criminal activity;
- Have as one of their primary objectives or activities the commission of one or more underlying crimes², including acts by juveniles that would be underlying crimes if committed by adults; and
- Have in common an overt or covert organizational or command structure.

Pattern of Criminal Gang Activity

Pattern of gang activity is defined under the *Criminal Law §9-801 (d)* as the commission of, attempted commission of, conspiracy to commit, or solicitation of two or more underlying crimes³ or acts by a juvenile that would be an underlying crime if committed by an adult.

² Criminal Law §9-801, Annotated Code – Underlying Crimes: (1) crime of violence as defined under §14-101 Criminal Law; (2) second degree assault; (3) wearing, carrying, or transporting a handgun; (4) inducing false testimony or avoidance of subpoena; (5) retaliation for testimony; (6) intimidating or corrupting juror; (7) human trafficking; (8) receiving earnings of prostitute or house of prostitution; (9) felony violation of extortion; (10) manufacture or possession of destructive device; (11) distribution of CDS; (12) manufacturing CDS or equipment; (13) second degree arson; (14) first degree burglary; (15) second degree burglary; (16) third degree burglary; (17) theft; (18) unauthorized use of a motor vehicle; and (19) felony violation of §5-133 of the Public Safety Article.

Joint County Gang Prevention Task Force

Final Report

September 2004

Jack Johnson
County Executive
Prince George's County, Maryland

Douglas M. Duncan
County Executive
Montgomery County, Maryland

IX. RECOMMENDATIONS

Guiding Principles

The six Subcommittees that developed the Joint County Task Force recommendations found that any comprehensive collaborative effort should be anchored by certain guiding principles. Consequently, the Joint County Task Force has endorsed the following principles that serve as a foundation for all recommendations.

- By addressing risk factors for gang involvement, a community can also address other issues faced by youth, young adults and their families such as substance abuse, teen pregnancy, truancy and drop-out rates, unemployment, bullying and mental health problems.
- All programs that address prevention, intervention and suppression, whether existing or new to the community, must be culturally sensitive and must reflect the diversity of the community in which they operate.
- All new programs that address prevention, intervention and suppression must be evidence based with measurable outcomes and must have evaluation programs built in to monitor their effectiveness.

Key to enactment of the following recommendations will be the use of a collaborative model, such as that established in Baton Rouge, LA. There, the policy-making steering committee, comprising top leaders from both the public and private sectors-are supported by hands-on regional intervention teams made up of front-line police officers, juvenile justice workers, mental health providers, mentors, and others. Both these groups are assisted by a Youth Violence Prevention Coordinator who brings the multi-systemic approach together on a local neighborhood, county, and regional level.

From a public health and youth development perspective, implementation of a continuum of services is essential. In this case, the continuum model of prevention, intervention, and suppression will ensure that youth and their families obtain the right services and supports at the right time. This continuum addresses the issue at all phases of development, thus increasing the probability that well-being is enhanced and risky or illegal behaviors decrease.

The challenge to this Joint County Task Force, then, was to develop a set of recommendations that addressed the very issues and risk factors that contribute to gang involvement and gang membership. Some of the recommendations in this section address the issues of gang identification and how to share information. By partnering with correctional centers, other public safety agencies, schools, and involved communities and by establishing a research relationship with the University of Maryland's Department of Criminology, the Joint County Task Force will enhance its

information data collection efforts in identifying gangs in certain communities and will be able to target specific youths in areas with high concentrations of gang activity.

Some of the recommendations contained in this report can be implemented in a fairly short period of time, such as forming a Joint County Gang Prevention Steering Committee to monitor the effectiveness of any actions taken. Some can take several months, such as developing a uniform, standardized data collection system. Regardless of how long they might take to implement, they all reflect the desire on the part of both County Executives to continue the joint working relationship that has developed over the past seven months, and the collective desire of all Joint County Task Force participants to reduce and eliminate gang violence in our counties.

These recommendations reflect the comprehensive approach to gang prevention endorsed by the Joint County Task Force: prevention, intervention, and suppression and are grouped under those headings. Some recommendations below will be implemented jointly; that is, both counties will contribute staff and/or resources. Other recommendations are similar in intent and content but will be implemented by each county according to the demographics and specific needs, requirements and resources of the county.

General Recommendations

- (1) Establish a Joint County Gang Prevention Steering Committee that meets quarterly to continue the collaborative efforts and to monitor the progress of these recommendations. Members recommended to serve on the Committee include county representatives from the Police Departments, the Departments of Health and Human Services, Public Schools, State's Attorney's Offices, youth members and other agencies as appropriate.
- (2) Establish a coordinating entity for each county that is responsible for overseeing and coordinating the efforts of all public and private agencies involved in the areas of youth violence.
- (3) Work with local, state and federal legislators to design and develop joint agendas for the 2005 Congressional and General Assembly sessions that include legislation aimed at gang prevention, intervention and suppression actions as well as the identification of funding opportunities.
- (4) Develop an inventory of gang prevention materials and other program resources.
- (5) Develop a public awareness campaign designed to educate area residents, elected officials, educators, nonprofit and faith-based organizations and businesses about gangs, including risk factors and recruiting. Ensure that such a campaign is culturally sensitive and multilingual and takes into account the need

for visual as well as written materials. Solicit support for this effort from the business community.

- (6) Develop a partnership with the University of Maryland/Department of Criminology and Criminal Justice to assist with research and program development and evaluation efforts.

Prevention Recommendations

- (1) Conduct a school safety assessment in Prince George's County and Montgomery County using the approach developed by the National School Safety Center. This type of assessment can be expanded to address safety issues in other public facilities as needed.
- (2) Implement and sustain after-school programs during the critical hours of 2 - 6 p.m. These programs must demonstrate through evaluation and analysis their effectiveness for the age, gender and ethnicity of program participants. Strengthen partnerships with private nonprofit agencies that provide resources and/or program space. Continued analysis should be undertaken to determine whether program hours are needed to serve youth whose parents may be working multiple jobs or during evening/nighttime hours.
- (3) Develop and implement a series of community meetings that reach out to youth, adults and parents and involve them in open, ongoing discussions about youth violence including gang involvement. Conduct surveys of youth attitudes about gang activities to gain their input regarding program development.

Intervention Recommendations

- (1) Develop a standardized information collection and data-management system to ensure that all public agencies in both counties collect and share the same data. This information is important for the purposes of policy, program and resource allocations.
- (2) Design and implement a joint county program in the greater Takoma/Langley Park area to address the needs of youth and young adults at risk of gang involvement. Draw upon the experience of the Montgomery County Workforce Investment Board, Prince George's County Workforce Services Corporation and the business, nonprofit, civic and faith communities of the target area as appropriate.

- (3) Establish an anonymous tip line in each county for the reporting of suspected gang activity, graffiti or tagging and other occurrences of suspicious activity.
- (4) Actively participate with the Metropolitan Washington Council of Governments to develop a regional strategy to address gang activity while maintaining the Prince George's and Montgomery County initiatives.
- (5) Provide assistance to municipalities, civic associations, unincorporated areas and community-based organizations to help them establish grassroots community programs such as mentoring and coaching that focus on youth at risk.
- (6) Create a range of appropriate safe haven resources where children and youth at risk of gang involvement can seek refuge from a threatening environment.
- (7) Expand and increase awareness of remedial education programs, technical education programs, employment training and entry level employment opportunities focused on areas with a high concentration of at-risk and gang-involved youth. Work with appropriate agencies (e.g., Montgomery County Workforce Investment Board, Prince George's County Workforce Services Corporation and local business associations) to develop additional vocational opportunities.

Suppression Recommendations:

- (1) Request the Boards of Education to review existing dress code policies to ensure that principals and school personnel can prohibit gang paraphernalia, suppress gang members' visibility and increase students' feelings of safety.
- (2) Expand the number of in-school police officers (Educational Facility Officers and School Resource Officers), extending the program into all high schools and middle schools.
- (3) Create, expand and sustain in-school suspension programs and/or develop programs designed to keep suspended students in a facility, if not a school. These programs should provide opportunities for academic assistance and social development.
- (4) Evaluate the effectiveness of the truancy process and enhance if necessary.

X. RESPONDING TO THE CHALLENGE

In the late 1980s and early 1990s, the U.S. Office of Juvenile Justice and Delinquency Prevention funded a program to assess youth gang research and the effectiveness of

Draft - A Comprehensive Plan for Gang Prevention, Intervention and Suppression for Montgomery County

Background

I think there has been an increase in gang violence in the Silver Spring area late at night in the past couple of years. I know of several violent events by gang members from outside the county, such as Prince George's County and D.C. The gang fight in early July was perhaps the most significant battle, but there have been others in Silver Spring. There was the murder of Tai Lam in 2009 by an MS13 gang member from outside the area. There was a major fight between outside gangs near the end of a Silver Spring concert. There were outside members who significantly injured a man on veteran's plaza.

Here are some important statistics. Countywide between 2009 and 2010, there was a 12% increase in gang members from 1236 to 1381. Countywide, for the first 6 months of 2010 vs. 2011, there was a 25% increase in part I crimes by gang members (e.g., includes burglary and larceny) from 129 to 151, and a decrease in violent crimes from 32 to 30.

In the G1 sector of the 3rd district, which includes downtown Silver Spring and some nearby neighborhoods, in the past 12 months, juveniles committed 26 aggravated assaults and 65 robberies.

For these reasons, we need to address gang problems countywide, and especially in Silver Spring

Proposed strategies

1. Metropolitan Task Force

Since a number of violent acts committed by gangs who's members are from throughout the metropolitan region and have come to Silver Spring, a metropolitan wide strategy is needed. The most critical component is to develop a metropolitan wide task force which includes law enforcement agencies, positive youth development programs, street outreach type programs, school system staff, community groups, and others. All jurisdictions that are at least immediately adjacent to D. C. would be included in this task force. This task force will be a permanent long term program, which meets on a monthly basis and holds yearly summits to review state of the art literature, program performance, etc. Safe Silver Spring will be glad to assist in such an effort. Apply for federal and private funding.

2. Truancy Reduction Programs

Develop a comprehensive program to achieve truancy reduction. This should be a county-wide program at high school and middle school levels. Serious consideration should be given to the truancy court program and other successful truancy reduction programs. All potential partners should be invited to participate in such a program. Safe Silver Spring will be glad to assist in such an effort.

3. Positive Youth Development Programs

Expand the number of participants in such programs, especially among the more vulnerable populations. Ensure a comprehensive evaluation of these programs. Consult with the Youth

Advisory Councils (YACs) on these programs. Safe Silver Spring will be glad to assist in such an effort.

4. Silver Spring Teen Center

Make use of existing facilities to immediately implement teen center type programs in as concentrated set of facilities as possible. Focus the programs on the at-risk populations. For the long-term, evaluate the use of soon to be vacant county buildings and assess the financial capabilities of the county and additional sources of funding for such programs and capital needs. Develop a comprehensive strategy for the use of such centers. Consult with the YACs. Consider making the teen center part of a center with other programs, e.g. day care for children, or seniors. Safe Silver Spring will be glad to assist in such an effort.

5. OLO (Office of Legislative Oversight) study

Request OLO to perform a comprehensive study of gangs, including evaluation of existing county programs, assessment of state of the art literature, consultations with outside experts, etc. This study should evaluate the existing strategy, assess the proposals contained in this package, and that contained in the literature and from outside consultations. The study should address the entire county but include a focus on Silver Spring given the recent serious gang violence that has occurred there with gangs from outside the county.

6. Create a Silver Spring Gang Task Force

The Wheaton area has a task force that includes all the major players, such as law enforcement, street outreach, youth development, school system, community groups, etc. Develop a similar task force for the Silver Spring area.

7. Jobs Skills Programs. In this program, teens who are at risk would be paid to learn how to determine a career appropriate for them, get the training they would need for that career, get a job, and keep it. Focus this program in the Long Branch area and nearby areas.

8. As the Youth Advisory Councils to develop a gang reduction strategy.



Wclubs

Clubs At Wootton 2011 -2012

94

The clubs for 2011 - 2012 are in process.. If you already know basic contact info and descriptive details about your club or organization, please contact the Webmaster, [Kathleen A Wolfrey@mcpsmd.org](mailto:Kathleen_A_Wolfrey@mcpsmd.org) to update your page. Or if your club from last year appears here with a question mark, have you discontinued the group or has it not been reregistered with the SGA this year? Please contact me with updates.

Clubs Index

To activate a link for your group contact the Webmaster

Student Government	
● SGA/SGA Council	● Senior Planning for 2012
● Junior Planning for 2013	● Freshman Class of 2015
● Sophomore Class of 2014	

Academics	
● Wootton Aeronautics Club	● Banned Books Club
●	● Biology Club
● Wootton Book Club	● CATS
● Chemistry Club	● Debate Team
● Dweeb Platoon ?	● Club EAST ?
● Fantasy Literature Club ?	● DNAcademy
● Aerospace Engineering Club	● Forensics Team ?
● Forensics Science Club	● It's Academic
● Mathletes	● Mock Trial ?
● Open Source Software Club ?	● SciFi Club
● Physics Club	● Psychology Club
● Robotics Club	● STARS Council
● Storytime Club	● US Politics Club
● Virtual Investors Club	
● Wootton Tutoring Association ?	● Information Technology & Software (IT) Club

Honors Societies	
● National Chinese Honors Society	● National French Honors Society
● Latin National Honor Society	● National Spanish Honors Society
● National Honors Society	● Science National Honor Society
● Tri M Music Honor Society	● African American Honors Society ?
● ESOL Honors Council	● National Art Honor Society

93

Wclubs

● Social Studies Honor Society ?	
● Math National Honor Society ?	

Art/Drama/Music	
● Anime Club ?	● Awesometakular Movies Club
● Cooking Club	● Creative Writing Club
● Dance Club	● Mural Club
● Drama Club	● Independent Animators Club ?
● Performing Arts Club (PAC)	● Opera Club ?
● Poetry Club ?	● TV/Film Club
● Band/Symphonic/Pep/Marching Bands	● Symphonic and Concert Orchestra
● Glee Club ?	● Stage Crew ?

Career	
● Economics Challenge	● Future Doctors of America
● Future Shining ?	● Global Leaders Club
● Investment Club ?	● Junior Statesmen of America
● Model United Nations	●

Athletic Clubs	
● Badminton Club ?	● Fellowship of Christian Athletes
● Chess Club	● Wootton Crew
● Equestrian Club	● Wootton Color Guard (Flags)
● Roller-Blading Club	● Patriot Running Club
● Rubik's Cube Club	● Official Ultimate Frisbee Club
● Team Handball Club ?	● Relaxation and Meditation Club
● Wootton Ice Hockey Club	● Wootton Rugby-Football Club
● WuShu Club	

Student Publications	
● Newspaper-Common Sense	● Literary Magazine--Pulp
● Yearbook--Fife and Drum	

Culture	
● Asian American Club	● Bollywood CultureClub ?
● Coalition	
● International Night Committee ?	● Hispanic Student Association ?
● Hindu Culture Club ?	● Wootton's Leharim
● Latinas Unidas	● Persian Club
● Muslim Student Association	● South Asian American Club ?

194

Wclubs

Service/Special Interest	
● <u>Ai Xin Foundation</u>	
● BBQ Club ?	● <u>Best Buddies</u>
● C-Kids USA Branch ?	● <u>Cancer Awareness</u>
● <u>Club INNcredible</u>	● <u>Civic Hands ?</u>
● <u>Global Giving</u>	● <u>Global Students Association</u>
● <u>Helping for the Future</u>	● <u>Club Ultimate ?</u>
● <u>Wootton Christian Fellowship</u>	● <u>Get Into Gear</u>
● <u>Food for Thought</u>	● <u>Gay-Straight Alliance ?</u>
● <u>Habitat for Humanity ?</u>	● <u>HOPE</u>
● <u>Key Club</u>	● <u>Impact</u>
● <u>Live Below the Line</u>	● <u>Love 146</u>
● <u>Missing Piece</u>	● <u>South Lake/Spanish Tutoring</u>
● <u>Rotary Interact Club</u>	● <u>Something About Curiosity</u>
● <u>SSL Club</u>	● <u>Children of Tomorrow Club</u>
● <u>Twilight Dreams</u>	● <u>WHOA (We Help Our Animals)</u>
● <u>Wootton Civil Liberties Advocates</u>	● <u>Youth Building Bridges</u>
● <u>World Vision</u>	● <u>Wootton Environmental Club (Bav Club)</u>
● <u>Wootton Family Network</u>	● <u>Income Generation Across Borders</u>

Organizations	
● <u>Organization for Humanitarian Aid</u>	● <u>Chapter of Amnesty International ?</u>
● <u>Invisible Children Club ?</u>	● <u>Patriot Ambassadors</u>
● <u>Peer Counselors</u>	● <u>SADD ?</u>
● <u>Serving Our Soldiers</u>	● <u>Wootton Health Organization</u>

95

Montgomery County Public Schools

2/16

Kennedy HS**1901 Randolph Road, Silver Spring, MD 20902**

- [Home](#)
- [About](#)
- [Academics](#)
- [Athletics](#)
- [Career Center](#)
- [Counseling](#)
- [Departments](#)
- [Media Center](#)
- [Programs](#)
- [Staff](#)
- [Students](#)

• **Students Quicklinks**

- [Students](#)
- [Home](#)
- [Alumni](#)
- [Clubs](#)
- [HSA](#)
- [Information](#)
- [JFK](#)
- [Students of the Month](#)
- [MCPS](#)
- [Student Resources](#)
- [Parents](#)
- [PTSA](#)
- [SGA](#)
- [The New Frontier](#)

Clubs and Organizations

Club/Organization	Sponsor
SGA	Michael King
National Honor Society	Tim Rodman
It's Academic	Stacey Wahrman
Art Club and National Art Honor Society	Andrea Carroll
MESA	Cheryl G. Burwell
Yearbook Club	Shamecca Williams
Book Club	Stacey Wahrman
Drama Club	Phillip Utterback and Kia Davis
Gospel Choir	
Pep Club	Michael King
Young Democrats	

(96)

<u>Gay Straight Alliance</u>	
<u>Asian American Club</u>	<u>Somporn Gesuwan</u>
<u>African American Males Aiming to Excel (AMATE)</u>	<u>Timothy A. McNeil</u>
<u>Internship Fundraising Club</u>	<u>Linda Johnson</u>
<u>Guitar Club</u>	<u>Cody Therrien</u>

This page is maintained by Katrele Carroll.

- [MCPS Home](#)
- [Parents](#)
- [Students](#)
- [Staff](#)
- [About](#)
- [Schools](#)
- [Community](#)

©1995–2011 MCPS, 850 Hungerford Drive, Rockville, Maryland 20850

- [Contact](#)
- [Privacy](#)
- [Nondiscrimination](#)
- [Get Acrobat](#)
- [Get Flash](#)
- [Montgomery County](#)



97

Tools 4 Success Workshop

Anne Thacker
Youth Crime Prevention Specialist/Maryland
Crime Prevention Association, Inc. (MCPA)
Youth Initiative
410-875-3429 / 240-753-8684
<http://www.mdcrimeprevention.org/>

Regional

Located throughout the state, these centers act independently, but also in cooperation with the MCAC. The centers allow citizens to call or electronically leave "tips" on suspected gang and criminal activity. Information will be processed and subsequently referred to the respective law enforcement agency that would have jurisdiction.^{xxx}

Eastern Shore Information Center (ESIC)

Salisbury, Maryland
1-877-917-9191
esic@esic-md.org

Maryland Coordination and Analysis Center (MCAC)

1-800-492-TIPS (8477)
<http://www/mcac-md.gov/>

Southern Maryland Information Center (SMIC)

Hughesville, Maryland
1-888-713-7171
www.smictf.com

Western Maryland Information Center (WMIC)

1-866-969-WMIC (9642)
wmic@fredco-md.net

MONTGOMERY COUNTY**AMEN/Youth Pride Services**

2275 Research Blvd, Suite 500, Rockville, MD
20850
301-926-4700
Fax: 301.596.6440
Ludley Howard
www.prideyouthservices.org

Anti-Bullying

Winston Churchill High School
11300 Gainsborough Rd
Potomac MD, 20854
301-469-1227
Paul Dermont (Coordinator)
<http://www.montgomeryschoolsmd.org/departments/forms/230-35.shtm>

The goal of the program is to create a safe climate where students can focus on academic success and social/emotional development free from the risk of bullying or harassment.

Anti-Bullying Task Force

Kingsview Middle School
18909 Kingsview Rd.
Germantown MD, 20874
(301) 601-4611
Elizabeth Thomas and Susan Burkinshaw
(Coordinator)
<http://www.montgomeryschoolsmd.org/schools/kingsviewms/>

The goal of the program is to change the culture of how bullying is addressed and how to proactively communicate expectations to our entire community. A comprehensive school wide anti-bullying program has been developed and implemented.

Blue Ribbon Week

John Poole Middle School
17014 Tom Fox Ave.
Poolesville, MD 20837
(301) 972-7980
Peg Arnold, Counselor (Coordinator)
<http://www.montgomeryschoolsmd.org/schools/poolems/>

One week of events and activities at John Poole Middle School aimed at preventing bullying.

Gang Youth Prevention Task Force

Montgomery Blair High School
51 University Blvd, East
Silver Spring, MD 20901
301-649-2800
Luis Cardona (Coordinator)
<http://www.mbhs.edu>

5898

Program has several staff members that work with students at risk for gang activities. They work with parents, student and community organizations.

Gang Youth Prevention Task Force

Dept. of Health and Human Services
401 Hungerford drive 5th Fl.
Rockville, Maryland
(240) 777-1001, Cell (240) 372-3829
Luis Cardona, Montgomery County Youth
Violence Prevention Coordinator
Luis.Cardona@montgomerycountymd.gov
[http://www.kandtvideo.com/GangIdentification/
video_page2_cardona.html](http://www.kandtvideo.com/GangIdentification/video_page2_cardona.html)
[http://www.montgomerycountymd.gov/mcgtmpl
.asp?url=/content/pio/gang/index.asp](http://www.montgomerycountymd.gov/mcgtmpl.asp?url=/content/pio/gang/index.asp)

(Youth residing in Northern Prince George 's
County can use program in Montgomery
County).

Germantown Unit

19910 Frederick Road
Germantown, MD 20876
Telephone: 301-353-9600
<http://www.bgcgw.org>

Identity, Inc

Forest Oak Middle School
651 Saybrooke Oaks Blvd.
Gaithersburg, MD 20877
C. Kattar, Executive Director (Coordinator)
[http://www.montgomeryschoolsmd.org/schools/
forestoakms](http://www.montgomeryschoolsmd.org/schools/forestoakms)

School based program for Forest Oak Middle
School and Gaithersburg High School providing
mentoring and counseling in an after school
program for identified youth.

Linkages To Learning

Forest Oak Middle School
651 Saybrooke Oaks Blvd.
Gaithersburg, MD 20877

**Longbranch Recreation Center Afterschool
Homework Club**

8700 Piney Branch Road
Silver Spring, MD 20906
(301) 431-5702
Morris Buster

The program is a partnership between the
Montgomery County Recreation Department,
Maryland National Capital Park Police,
IMPACT Silver Spring and several citizen
volunteers. Staff from all involved agencies
mentor elementary school age children in an
after school program. The goal of the program is
to provide a structured/educational environment
for ES children, most of who come from low
income families. Help is provided with
homework and also life skills. Various
educational programs are offered, gang
prevention/awareness, pedestrian safety,
bullying, and anger management.

**Montgomery County Mental Health Assoc
(Coordinator)**

[http://www.montgomeryschoolsmd.org/schools/
forestoakms](http://www.montgomeryschoolsmd.org/schools/forestoakms)

Social Worker, Case Manager, Parent & Family
support provided.

Positive Behavior Intervention System (PBIS)

Earle B. Wood MS
14615 Bauer Dr.
Rockville, MD, 20853
301-460-2150
Latonya Maddrey (Coordinator)
[http://www.montgomeryschoolsmd.org/schools/
woodms/index.html](http://www.montgomeryschoolsmd.org/schools/woodms/index.html)

This program is a positive behavioral approach
to being respectful, responsible, and ready to
learn. This program incorporates rewards for
authentic behavior. Program includes bullying
prevention and harassment issues in class
lessons. It is a positive merit based program!

Project Change

P.O. Box 934
Olney, MD 20830
(301) 257-4769
Robyn Holstein-Glass (Coordinator)
<http://www.projectchange-md.org/aboutus.php>

Neighborhood based anti-bullying program for Middle Schools and High Schools in the Olney MD area.

Safe & Drug Free Schools

Forest Oak Middle School
651 Saybrooke Oaks Blvd
Gaithersburg, MD 20877
(301) 670-8242
MCPS Staff - Rita Rumbaugh (Coordinator)
http://www.montgomeryschoolsmd.org/schools/forestoakms/site%20pages/FOMS%20home1/studentassist/foms_studassisteam.htm

Student Assistance Program at school --- committee trained to recognize signs of early involvement and then initiate interventions.

Silver Spring Branch

1300 Forest Glen Road
Silver Spring, MD 20901
Telephone: 301-593-4600
<http://www.bgcgw.org>

Street Outreach Network

Loiederman MS
12701 Goodhill Road
Silver Spring, MD 20906
301-929-2282
Alex Arevalo (Coordinator)
<http://www.silverspringcenter.com/>

Staff members meet with students who seem to express interest in gangs or glorify gang activity. The staff members are very straight-forward with our students and make good connections with them. The program connects students with after school and summer programs.

Wheaton Neighborhood Network

Montgomery County Department of Police
2350 Research Blvd.
Rockville, MD 20985
240-773-5000 , 240-777-8100
Officer Troy Tippet (Coordinator)
www.montgomerycountymd.gov

Neighborhood based program, in Wheaton and Silver Spring areas, for Elementary Schools, Middle Schools, and High Schools. The Wheaton Neighborhood Network combines the resources of the Police Recreation, HHS, DJS, Private Service Providers and Schools, to identify at risk students. A plan is created to intervene in the students life and abate any gang involvement and at risk behavior.

Wood Middle School Boys & Girls Mentoring Program

Earle B. Wood MS
14615 Bauer Dr.
Rockville, MD, 20853
301-460-2150
<http://www.montgomeryschoolsmd.org/schools/woodms/index.html>

Middle School based mentoring program for students at-risk both academically and behaviorally. The program focuses on social interactions and accountability of behavior as well as academic success.

PRINCE GEORGE'S COUNTY**Andrews Air Force Base Youth Center**

Andrews AFB, MD 20762
Telephone: 301.324.5516
<http://www.316services.com>

Brotherhood and Sisterhood Gang Prevention (Take Charge/Stop Gang Violence Program)

Take Charge Program
7610 Pennsylvania Avenue, suite 300
Forestville, Md. 20747
301-420-7396
Jerrod Mustaf (Coordinator)
<http://www.takechargeprogram.org>

100